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ABSTRACT

One hundred eleven of 125 schools and departments of journalism surveyed replied to a questionnaire about news/editorial subject areas in which courses had been dropped or added during the past three years and about changes in emphasis in existing courses during the same period. Among the many detailed findings was that the seven subject areas in which new courses have most frequently been added all fall within the professional skills category: news writing and reporting, internships, photojournalism, management, broadcast news, editing and makeup, and magazine editing/production. Detailed findings are reported in a series of tables and in an addendum of comments added by respondents. (AA)

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Coping With the Seventies:

Recent and Projected News-Editorial Curricular Changes in Schools of Journalism

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Coping With the Seventies:

Recent and Projected News-Editorial Curricular Changes in Schools of Journalism

How are the nation's schools and departments of journalism and mass communication coping, from a curriculum standpoint, with the dramatic forces that have swept the mass media and society in recent years?

In the face of increased enrollments, generally reduced funding and the accrediting requirement that they confine their own offerings to approximately one-fourth of the total educational programs of their undergraduate students, what actual course changes have these schools made during the past three years and what changes in emphasis have taken place in courses left otherwise untouched? What further changes are contemplated in the immediate future?

This nationwide study, involving 125 schools, has attempted to shed light on the changes in news-editorial curricula accomplished during this period and upon the reasons for those changes. A contemplated followup study would delve similarly into changes in other areas of mass communications instruction, including the fields of advertising, public relations, telecommunication and film.

A number of significant events and trends that affect journalism educational programs have occurred in recent years. They include the following:

1. A tremendous growth in the number of journalism majors, from 33,106 in 1970 to 64,502 in 1976,[1] far exceeding the growth in general university enrollments. The number was estimated, for example, at about 4.5 per cent of the total enrollment in all four-year institutions in the nation in 1974-75.[2]

2. A substantial increase in the number of non-journalism majors enrolling in journalism courses, reflecting the public's newfound interest in the mass media, beginning in 1969 with the Nixon administration's attacks on the media and reaching a peak in the Pentagon Papers and Watergate developments; the substantial growth in the number of mass media courses taught in secondary schools; and other factors.

3. The recent recession, resulting, as job markets tightened, in a shift in student enrollments from liberal arts studies to career-oriented fields.

4. A general decrease in budgetary support for institutions of higher learning in the wake of the student revolts of the late 1960s and public disillusionment with higher education, and also the recession.

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[1] Paul V. Peterson, "Journalism enrollment levels off; growth rate declines sharpely," Journalism Educator 31:4 (January 1977), p. 3.

[2] Peterson, "J-enrollments continue to soar--Autumn 1975 total: 64,151," Journalism Educator 30:4 (January 1976), p. 3.

5. A revolution in communications technology that has swept the media and that calls for dramatic changes in preparing students for leadership roles in the profession and industries.

6. New investigations into communication questions by behavioral scientists, resulting in an increase in research and public interest in journalism.

7. A general increase in the number of journalism faculty members during the first third of the decade. Many new instructors have introduced new teaching and research interests demanding outlets in school curricula.

8. A nationwide decline in verbal skills among college students that has caused increased demands to teach the fundamentals of language usage in programs such as journalism, which are held accountable for writing preparation by outside constituencies such as editors and publishers.

9. The increasing difficulty of reporting and interpreting American life in government, business, the environment, energy, and other fields, bringing with it demands for improving the education of journalists in such fields as public opinion reporting, investigative reporting, ethics, law and research.

10. Heavily increased governmental demands upon colleges and universities for compliance with equal opportunity laws and other legislation at a major cost to those institutions and their administrators in terms of funding, time and energy.

These and other events and trends have combined to effect a number of news editorial curricular changes, as reported in the following pages.

METHOD

A questionnaire was constructed with a view of determining the news-editorial subject areas in which courses had been added or dropped at each school during the past three years and also to determine news-editorial areas in which changes in emphasis of existing courses had occurred during this same period.

Respondents also were requested to indicate subject areas in which changes were planned but not yet put into effect. In addition, they were asked to provide brief statements setting forth the reasons for the changes and to make such additional comment as they wished.

The three-year time span was selected arbitrarily as a reasonable basis for replies reflecting current activity.

Part I of the questionnaire provided an opportunity for respondents to complete the following statement by checking boxes in a grid: "During the past three years our school (department) has made the following curricular changes regarding areas of news-editorial instruction:." The boxes in the grid were headed, horizontally: "added course(s), dropped course(s), kept same, plans to add course(s), and plans to drop course(s)."

The vertical portion of the grid listed the following subject areas: News writing, reporting, public affairs reporting, public opinion reporting, investigative reporting, editing and makeup, history, law, ethics, editorial writing, feature writing, critical writing, mass media and society, photojournalism, graphics, management, internship, broadcast news, magazine article writing, magazine editing/production, research, and other.

These subject areas were selected after a study of several school catalogues. Included, as may be noted, was "broadcast news," a subject taught at some schools in news-editorial sequences and at others in radio-television sequences. Omitted for lack of space (since it was deemed important to confine each portion of the questionnaire to a single 8x10" page) was the subject, "broadcast documentaries," considered a part of the news-editorial curriculum at some schools and a part of radio-television programming and production at others. Other subject listings, including those of history, law, ethics, graphics, mass communications and society, management, internship and research, also are instructional concerns in other sequences. Respondents were given the opportunity to list additional courses under the "other" category provided.

It will be noted that the subject areas listed are, by and large, broad in nature. The titles of innumerable courses and emphases, some of a highly specialized character, may be subsumed under many of the subject areas (and often were provided by respondents).

Part II of the questionnaire provided an opportunity for respondents to complete the following statement by checking boxes in a similar grid: "During the past three years our school (department) has made the following changes in emphasis regarding areas of news-editorial instruction (e.g., requiring or not requiring, strengthening, changing content, etc.):."

The boxes in the grid for Part II were headed, horizontally: "increased, diminished, about the same, plans to increase, plans to diminish." The subject areas listed, vertically, were identical with those contained in Part I.

At the bottom of the pages for both Part I and Part II was the statement: "Briefly, the reasons are as follows (please use the reverse side):." On page 3 an opportunity was provided for additional comments. The names of the respondent and schools were sought, together with a final request: "IF AVAILABLE, please attach copies of curricular materials pertaining to any news-editorial course changes. Indicate whether adopted or in the proposal state."

The questionnaire was mailed to the administrators of 125 schools and departments listed in the January 1976 directory issue of Journalism Educator as members of the American Association of Schools and Departments of Journalism and/or the American Society of Journalism School Administrators. The questionnaire also was sent to the administrators of eight other journalism programs, including four at predominantly black institutions. It was considered that this mailing was large enough to provide a comprehensive set of replies embodying news-editorial instructional programs in the majority of four-year colleges and universities in the United States and, in one instance, Canada.

A covering letter requested that the administrator complete the questionnaire personally or ask someone else at the school to do so. The questionnaire was mailed December 22, 1976, and respondents were asked to reply by January 31, 1977. Eighty-five replies were received by February 18, 1977, at which time a duplicate mailing was sent to those who had not yet responded. By March 15, 1977, a total of 111 replies had been received, representing an excellent 88.8 per cent response.

It is believed that the extremely high rate of responses was occasioned, in part, by the following factors:

1. The strong interest of administrators in seeking solutions to current news-editorial curricular problems and the belief that the findings would provide clues concerning the validity of their own approaches through learning what other faculties are doing, information difficult to obtain.

2. The simplified nature of the survey instrument.

3. The investigator's broad acquaintance among the respondents, resulting from 30 years of experience in journalism education involving teaching, administrative, textbook writing and national organizational responsibilities.

Thanks are extended to Dr. Curtis D. MacDougall, Emeritus Professor of Journalism, Northwestern University, who suggested that the study be made (as a follow-up to a much less extensive study executed by the investigator in the 1960's); to Dr. Stuart H. Surlin, Associate Professor, Department of Communication Studies, University of Windsor, Canada, for his critical reading and advice in the preparation of the manuscript; to Dr. Albert Lee Hester, Associate Professor, University of Georgia, for his critical reading of the manuscript; and to Miss Deborah Odom for assistance which extended beyond normal secretarial responsibilities.

FINDINGS

New Courses

Schools and departments of journalism and mass communication in the United States[3] are adding courses in news writing and reporting at a far greater rate than that for any other subject area. The 111 respondents reported the net addition of 76 such courses during the past three years, representing 24.2% of the net total of new courses. (Table I)

In this general category, courses identified simply as reporting lead the rank-order list with 20. Following closely are news writing and public affairs reporting, with 15 new courses each reported. Next is investigative reporting, with 13. Only 4 public opinion reporting (precision journalism) courses have been added, but respondents indicated that 8 more may be started soon.[4]

Internship ranks second to the general news writing and reporting category as the activity for which 32 new courses (10.2%) have been developed. In the rank-order listing, photojournalism and management follow with 24 new courses (7.6%) each. The strong interest in these two fields also is reflected by plans to add 11 management (11.8%) and 9 photojournalism (9.7%) courses in the near future.

Broadcast news is the area of next greatest activity, with 21 new courses (6.7%) reported and 4 (4.3%) to be added.

The availability of video display terminals at many schools appears to account for the addition of 17 new editing and makeup courses (5.4%) and plans for 9 more (8.6%).

Respondents reported the addition of 16 courses in magazine editing and production (5.1%) with 5 more (5.4%) being considered.

Research accounts for 14 new courses (4.5%), with 5 to be added (5.4%).[5]

The number of other new courses and their percentages, continuing in rank order, include the following:

Graphics and mass media and society, 12 each (3.8%); magazine article writing, 11 (3.5%); law, 9 (2.9%); critical writing, 8 (2.5%); editorial writing, 7 (2.2%); feature writing and ethics, 6 each (1.9%); and history, 4 (1.3%). Of this group,

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[3] One Canadian school was included in the survey.

[4] As percentages of the net total number of news writing and reporting courses, the major rankings are as follows: reporting (unspecified), 26.3%; news writing, 19.7%; public affairs reporting, also 19.7%; investigative reporting, 17.1%; and public opinion reporting, 5.3%. The eight public opinion reporting courses expected to be added soon represent 36.4% of all the planned additions in the general news writing and reporting category. (See Table V.)

[5] The fact that at many schools mass communication research is taught outside the news-editorial sequence may be responsible for this comparatively low figure. See also pp. 12-13.

graphics with 7 (7.5%), ethics with 5 (5.4%) and mass media and society with 4 (4.3%) lead in the number of new courses contemplated.

Table II reflects news-editorial curriculum changes in schools with 500 or more journalism majors.[6] Similar changes in schools which are members of the American Association of Schools and Departments of Journalism are reported in Table III. These schools are those at which one or more sequences have been accredited by the American Council on Education for Journalism. Table IV reveals similar changes in schools whose administrators are members of the American Society of Journalism School Administrators but whose schools are not also members of AASDJ.[7] Most of the ASJSA schools are smaller than the AASDJ units, and many of them (see Addendum) are shaping their programs along the lines of the ACEJ standards with a view of seeking ACEJ accreditation.

A comparison by percentages of the categories of schools represented by Tables I-IV is provided in Table V.

A Spearman rank-order correlation (r_s) analysis of the ranking of the courses added in each subject area by the four categories of respondents revealed a significant correlation for all groups. The range was r_s=.65 to r_s=.97, all significant from the .01 to the .001 level. The lowest correlations were r_s=.65 in comparing the AASDJ and ASJSA rankings and r_s=.69 in comparing the 500-plus group with the ASJSA schools. The highest correlation of r_s=.92 was achieved in comparing the 500-plus and the AASDJ schools.

A scrutiny of Table V reveals the following major distinctions:

1. The largest and the AASDJ schools recently have added various reporting and news writing courses at a greater percentage rate than the ASJSA schools. The latter schools, however, plan to add these courses at almost double the percentage rate (34.6%) of the 500-plus schools (18.8%) and the AASDJ schools (20%).

2. Schools in all four categories recently have added courses involving internships at approximately the same 10 per cent rate.

3. ASJSA schools have added, and plan to add, courses in photojournalism at a greater rate than the 500-plus and AASDJ schools.

4. The largest and the AASDJ schools have added management courses in larger proportion than the ASJSA schools. Moreover, AASDJ schools plan to add management courses at a far greater rate (16.4%) than those in the other categories.

5. ASJSA schools have added courses in broadcast news at more than double the rate of the AASDJ and 500-plus schools. The AASDJ units, however, plan to add broadcast news courses in greater proportion than the latter two categories.

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[6]These are the schools which are reported, as a part of Dr. Paul V. Peterson's annual enrollment survey, in Journalism Educator 31:4, January 1977.

[7]Because of their small number, tables are not provided for changes reported by six schools which are not members of either AASDJ or ASJSA. The reports of these respondents, hwoever, are included in the tables covering all 111 responses.

6. The AASDJ schools have added editing and makeup courses in substantially greater proportion than the ASJSA and 500-plus schools.

7. ASJSA schools have added courses in magazine editing and production at well over double the rate of the schools in the other two categories.

8. The AASDJ and 500-plus schools have added research courses at almost double the rate of the ASJSA schools. All categories, however, plan to add research courses at approximately the same (6%) rate.

9. The addition of graphics courses has involved AASDJ schools the least.

10. ASJSA units have added mass media and society courses at almost triple the rate of AASDJ and 500-plus schools.

11. Of the remaining subject areas, ethics stands out as the one in which most new courses will be added (the 500-plus schools, 12.5 per cent; AASDJ schools, 10 per cent; and ASJSA schools, 3.8 per cent). Ethics thus ranks next to management as the area in which most new courses are to be added.

Changes in Emphasis of Existing Courses

Whether increased or diminished emphasis has been placed on news-editorial subject areas during the last three years is reported in Tables VI-IX. These tables also indicate the plans (tentative or firm) which respondents have for changing the emphasis in these subject areas in the near future.

A general analysis of the reports of the 111 respondents reveals that more than one-third (37%) of the net increased emphasis placed in the various subject areas has been devoted to news writing and reporting. In this category, about equal attention (one-fourth each) has been given to news writing, reporting (unspecified) and public affairs reporting, in that order, followed by investigative reporting and public opinion reporting.

The rank order of the remaining subject areas, with one exception, follows fairly closely the rank order of actual course changes that have been made. The exception is ethics, which moves from sixteenth place in the list of course changes accomplished to seventh in the order of subject areas that will draw increased emphasis. The only area in which net interest has fallen to a minus percentage is history.

A Spearman rank order statistical analysis (r_s) of the rankings for the four groups, shown in Table X, disclosed a significant correlation for all groups, all significant at the .001 level. The highest correlation was noted for the following sets: AASDJ compared with 500-plus, r_s=.97; "all" compared with ASJSA, r_s=.95; "all" compared with 500-plus, also r_s=.95; and "all" compared with AASDJ, r_s=.94. The lowest correlation, r_s=.81, was found in comparing the rankings of AASDJ and ASJSA schools.

Some major differences are apparent, however, when non-statistical comparisons are made of the increases in emphasis contemplated. The 500-plus and the ASJSA schools plan to devote almost one-third of their increased attention to news writing

and reporting, as compared with about 25 per cent and 28 per cent, respectively for all schools and AASDJ schools. Of these subject areas, schools listed in the "all" and the AASDJ categories plan to stress news writing the most, whereas the 500-plus and ASJSA schools plan to devote their greatest increased attention to investigative reporting and public opinion reporting.

Of the remaining subject areas, graphics, management, editing and makeup, and photojournalism, in that order, will draw the greatest increased emphasis among all schools, with the AASDJ schools devoting the most increased attention to management, internship and editing and makeup; the 500-plus schools to editing and makeup, management, ethics and research; and ASJSA schools to photojournalism, research, editing and makeup and graphics.

ANALYSIS

The most striking feature of this study (which actually, because of the almost 90 per cent response, turned out to be more of a census than a sample of the changes taking place in the news-editorial curricula of schools and departments of journalism and mass communication) is the revelation of the fact that change is a fairly strong, ongoing factor in the development of these curricula--that much more activity is taking place, even among courses long considered standard, than might normally be supposed.

The second most noteworthy outcome of the study is the discovery that, despite the criticisms leveled by many practitioners to the effect that journalism school news-editorial sequences are devoting an inordinate amount of attention to studies characterized pejoratively as "communicology," such evidently is not the case. The seven highest ranking subject areas in which new courses recently have been added all fall within the professional skills category: news writing and reporting, internships, photojournalism, management, broadcast news, editing and makeup and magazine editing/production.

How to improve student writing and reporting skills, without doubt, is the central concern of most news-editorial faculties today. "Writing is the heart of the journalism program . . . We realize the increased need for more work in reporting . . . We have made our reporting instruction more rigorous" - these statements are among the more than 300 comments covering the entire survey which have been separated according to major subject fields and reported in the Addendum.

The schools are following several paths in efforts to strengthen the news writing and reporting experiences of their students. A number are introducing an additional required course between the beginning news writing class and instruction in public affairs and other such advanced courses. Some are increasing laboratory time, outside assignments and credit hours in existing courses. Grammar proficiency tests, required for admission either to schools or to news writing courses, are common as the ability to deal competently with words becomes a pressing concern. How to find and interpret facts, conduct interviews and exercise news judgment in writing are basic ingredients given increased emphasis in many programs. Other such approaches are mentioned in the first section of the Addendum.

Most schools evidently either are adding public affairs, public opinion, investigative and-or interpretative reporting courses to their offerings or are incorporating one or more of these emphases into existing classes. Most of the increased emphasis on public affairs reporting seems to have been accomplished, with public opinion reporting (precision journalism) yet to make its full impact on curricula although definitely in the mill at a number of schools.

Aware of a need to supplement classroom and laboratory instruction with off-campus work experience, the schools reporting recently have added 32 internship courses--a rather surprising development as internships have been a fixture at many schools for decades. "Far more students are acquiring summer internships . . . We're strong on internships, any time of the year . . . We now require at least two hours for graduation" --these are typical comments.

Instruction in photojournalism is expanding rapidly, with the addition of advanced courses being the most common development reported in this field. Some comments: "We do not believe majors are equipped to work in journalism without an understanding of

photography . . . We have added a seminar in visual communication . . . We believe a reporter who can also take pictures is a more valuable employee, particularly for smaller newspapers."

The current concern that instruction in management should be offered is reflected in the report that 24 such courses have been added and 11 more are being considered--the strongest showing of any subject in the "planned" section of the study. Courses that formerly concerned primarily the weekly newspaper field seem to have been replaced by classes that deal with media economics, the new technology and general business practices of both large and small media. "Management is part of a new foundations course that includes technology and economics of journalism . . . A survey of our graduates has indicated a need for more instruction in graphics and management . . . Management information must permeate all reporting/editing courses in order for news students to comprehend fully the decisions made on the news side of the industry . . . The area had been overlooked for years."

The heightened public and student interest in television and radio is reflected in the reported addition of 21 broadcast news courses. An increasing number of schools have obtained the necessary equipment for instruction in this area. Typical comments: "We are developing a broadcast journalism sequence in cooperation with the broadcast and film department . . . New facilities give us capability of providing advanced instruction in television news . . . Although a trend is not definite, we believe we are experiencing a decline in the number of students interested in print journalism (newspaper) and an increase in those interested in broadcast journalism and other fields."

Editing with the use of video display terminals linked to computers has revolutionized many newsrooms, occasioning a transformation in the techniques employed in numerous editing courses across the country; no other course seems to be subject to such extensive overhaul. Some sequences have acquired their own equipment, but more are using terminals purchased for use on campus newspapers. Added stress is being placed on verbal skills and typing accuracy. "We have found that the print media, especially newspapers, are requiring more editing on the part of reporters, since VDT's often bypass traditional editing stages . . . Our editing course now includes work on the VDT plus makeup in the electronic newsroom . . . A second editing course has been added . . . Our editing course has been revised to make use of the new Cox Electronic News Laboratory, which is tied in with UPI's computer in New York City."

Instruction in makeup and graphics also has been heavily affected by the new technology. "We have put more emphasis on editing and makeup because of the change that has come about because of cold type. Many of our graduates take jobs that require an immediate knowledge of laying out publications on a press-ready basis . . . We have dropped our course in typography, which is now closely akin to armor-making or zeppelin-handling as a professional career . . . Recent acquisition of a Compugraphic typesetter offers the capability to produce laboratory publications, giving students further instruction in layout and graphics . . . A restructuring of the graphics course is planned to allow hands-on experience in the cold-type lab."

With hundreds of new magazines being established in the United States each year and professional and trade publications offering countless opportunities for journalism graduates, much attention is being given to instruction in magazine editing and production in schools covered in the survey. The production of laboratory magazines has increased. Magazine article writing has enveloped many courses formerly entitled feature writing. "We have added a course in magazine editing and production; reason: new opportunities

in western magazine jobs . . . Students produce a theme-directed magazine as a course project; the expansion into magazine production comes largely at the request of students . . . More emphasis will go to magazine work and its relationship to business and industrial journalism."

Mass media and society courses, which moved into most curricula during the 1960's, are still being added in moderate number and in many instances are providing an increased emphasis in history and ethics. At some schools a mass media and society course has been certified as an elective open to students throughout the university. "We have split our mass media and society course into sections, one for majors and one for non-majors . . . The scope has been broadened to bring historical themes into the course . . . We have combined history with our introduction to mass media course, giving it now a history and principles approach; we plan to develop a separate mass media and society course in line with our increased emphasis on ethics and social impact."

An effort to stimulate student interest in learning research methods and to gain an understanding of the importance of research in communication is evident in a number of responses. "We plan to increase our emphasis and course work in the area of mass communication research . . . We have added an undergraduate course in research in journalism for well-qualified seniors as an alternative to the senior seminar . . . Our faculty feels the need to expand emphasis in research and management . . . We have added a research course in an effort to strengthen interest in the subject . . . We have dropped the undergraduate research course; it has never 'flown' probably because it has the word 'research' in the title."

An increased interest in law and ethics is strongly evident in the responses, although many schools are using existing courses to emphasize the subjects. "We have increased our emphasis on law and ethics . . . We have added legal issues reporting . . . We have attempted to emphasize more in our existing courses the importance of ethics and the place of the media in society and the interaction between the two . . . Our law class has been retitled and broadened in scope to give considerably more attention to ethics . . . There is some faculty push now to divide the law and ethics course into two courses . . . We have added a second law class, owing primarily to the expanding importance of and debate about communications law; the new course emphasizes the electronic media . . . Ethics is included in all our courses, especially in law."

The primary activity in editorial, feature and critical writing seems to lie, at a number of schools, in the combining of two or more of these subjects into a single course. Diminished interest in editorial writing is evident. Feature writing increasingly has been moved into magazine article writing classes. Critical writing, primarily concerned with criticizing and reviewing such fields as art, music, theater, and television drama, seems to be holding its own.

In some schools, diminished interest in the teaching of journalism history as a separate course is evident. Only two schools, however, said history has been dropped entirely. Several respondents reported that history is being incorporated into the introductory mass communications course and in advanced mass media and society courses. "History has been combined with our mass media and society course, which backgrounds contemporary issues and problems involving the media; we try to bring historical themes into this course in order to make media history more lively, palatable and relevant to a generation of graduates who seem to resist

the study of the past . . . We plan to phase some of the history subject matter into other courses and drop history as a separate course . . . A course in history will be new this year."

Given the opportunity to report activity regarding other courses, the respondents listed those in a broad range of subject matter, as reported in the tables.

A list of what the investigator considered the ten most significant events and trends affecting current journalism educational programs was prepared before the survey was undertaken, with the idea that the responses generally would authenticate these "hypotheses," as a by-product of the study. A review of the findings, including especially the miscellaneous comments, reveals substantial support for eight of the ten items, which in rewritten form are described in the introduction to this paper.

Six of the items are closely interrelated: The tremendous increase in the numbers of both journalism majors enrolling in the schools and non-journalism majors taking classes, occasioned in part by a shift in student perceptions of the job market linked to the recession and marked by enrollment of many students with poor verbal skills; the consequent employment of a number of new faculty members, mostly in the first third of the decade; and, with a few exceptions, a general lack of budgetary support sufficient to accommodate the increased demands for journalism instruction.

In their replies the respondents constantly referred to the difficulties of teaching increased numbers of students with limited resources. As consequences, courses not regarded as central to the curriculum frequently have been abandoned or offered less frequently, or much of their content has been incorporated into other courses; enrollment in some classes and majors has been restricted; numerous grammar proficiency tests and other such "barriers" have been established; and, despite increased enrollments, insufficient budgetary support has forced staff curtailments and severe realignments of curriculum in some schools.

The difficulty involved in meeting ACEJ standards, particularly the approximate 3-1 ratio of background, primarily liberal arts courses to journalism studies, was mentioned frequently by the respondents, at least a dozen of whom reported that they are preparing to apply for an accreditation visit. It seems obvious that faculty members and students at a number of schools chafe under this limitation, although generally agreeing that the requirement is necessary to avoid proliferation of journalism courses and to insure a reasonably broad educational background for students.

The impact of the revolution in communications technology, particularly upon editing, graphics and news writing and reporting courses, is clearly evident in the replies, as is the incorporation into curricula of new methods and emphases in instruction in reporting.

The drain upon funding, time and energy occasioned by heavily increased governmental demands upon colleges and universities, the No. 10 item in the introduction to this paper, is not mentioned in the replies.

Although occasional references are made to research in the responses, it is evident that the preliminary statement that, "New investigations [are being made] into communication questions by behavioral scientists, resulting in an increase in research and public interest in journalism," has not been borne out by this particular study. Instruction in research methods seems, at most schools, to be offered outside the news-editorial sequence, often in communication theory and research tracks of their own. Consequently, the ranking of research at a midpoint in the list of subject

areas involved in news-editorial course changes or increased or diminished emphasis should not be construed as an indication of the relative importance placed upon research in schools of journalism.

In fact, since this study focuses solely upon current change, the findings should in no sense be interpreted as representing the actual news-editorial course offerings of the schools involved nor providing a statement of the relative importance given by schools to the various fields of study.

Two other cautionary notes should be provided in connection with the interpretation of the findings. The respondents were not asked to identify courses in which changes in content or emphasis are being made according to whether these are on the undergraduate, senior level-graduate or graduate-only level. Requesting such a differentiation might have altered some of the responses; however, since the overwhelming bulk of news-editorial courses are on the undergraduate level, it is highly doubtful that incorporating such a request in the survey instrument would have changed the responses to any significant degree. The second cautionary note concerns the fact that some respondents might have been thinking in terms of sections of courses rather than the courses themselves in formulating their replies. The fact, however, that in their comments the respondents refer repeatedly to "courses," rather than "sections," would seem to indicate that such --to any important extent--was not the case.

Table I

NEWS-EDITORIAL CURRICULUM CHANGES IN ALL SCHOOLS

(N=111)

Subject area	Actual (courses) Added (n=335)	Dropped (n=21)	Total (n=314)	%	Planned (courses) Added (n=98)	Dropped (n=4)	Total (n=94)	%
1. News writing/ reporting (total)	82	6	76	(24.2)	24	1	23	(24.5)
a. Reporting (unspecified)	21	1	20		6	0	6	
b. News writing	18	3	15		4	0	4	
c. Public affairs reporting	16	1	15		1	0	1	
d. Investigative reporting	13	0	13		3	0	3	
e. Public opinion reporting	5	1	4		8*	0	8	
f. Interpretative reporting	2	0	2		0	0	0	
g. Specialized journalism	1	0	1		0	0	0	
h. Political campaigns reptg.	1	0	1		0	0	0	
i. Statehouse reporting	1	0	1		0	0	0	
j. Legislative affairs reptg.	1	0	1		0	0	0	
k. Sports writing, sportscasting	1	0	1		0	0	0	
l. Reporting business	1	0	1		0	0	0	
m. Interviewing	1	0	1		0	0	0	
n. Science reporting	0	0	0		1	0	1	
o. Specialized reporting	0	0	0		1	0	1	
p. Urban reporting	0	0	0		0	1	-1	
2. Internship	32	0	32	(10.2)	2	0	2	(2.1)
3. Photojournalism	26	2	24	(7.6)	9	0	9	(9.6)
4. Management	25	1	24	(7.6)	11	0	11	(11.7)
5. Broadcast news	22	1	21	(6.7)	4	0	4	(4.2)
6. Editing and makeup	18	1	17	(5.4)	9	1	8	(8.5)
7. Magazine editing/production	16	0	16	(4.8)	5	0	5	(2.1)
8. Other**	17	2	15	(5.1)	2	0	2	(5.3)
9. Research	14	0	14	(4.5)	5	0	5	(5.3)
10. Graphics	14	2	12	(3.8)	7	0	7	(7.4)
11. Mass media and society	12	0	12	(3.8)	4	0	4	(4.2)
12. Magazine article writing	11	0	11	(3.5)	2	0	2	(2.1)
13. Law	10	1	9	(2.9)	3	1	2	(2.1)
14. Critical writing	9	1	8	(2.5)	2	0	2	(2.1)
15. Editorial writing	8	1	7	(2.2)	2***	0	2	(2.1)
16. Feature writing	7	1	6	(1.9)	1	0	1	(1.1)
16. Ethics	6	0	6	(1.9)	5	0	5	(5.3)
18. History	6	2	4	(1.3)	1	1	0	-----

*One course, tabulated only under public opinion reporting, combines research and public opinion reporting, with emphasis on social science research.

**Added: Literary Aspects of Journalism (2), Theory (2), Advanced Magazine Projects, Grammar, International, Photo Editing, Minority Media, Black Journalism, Women in Journalism, Fine Arts for Journalists, Visual Communication, Sequence Seminars for Seniors, Newspaper Production, Yearbook Production and Introduction to Journalism. Dropped: Advanced Fiction and Broadcast Management. Planning to add: International and Laboratory Publication.

***One course, tabulated only under editorial writing, combines editorial, feature and critical writing.

Table II

NEWS-EDITORIAL CURRICULUM CHANGES IN SCHOOLS WITH 500 OR MORE JOURNALISM MAJORS*

(N=42)

Subject area	Actual (courses) Added (n=119)	Dropped (n=5)	Total (n=114)	%	Planned (courses) Added (n=35)	Dropped (n=3)	Total (n=32)	%
1. News writing/ reporting (total)	32	0	32	(28.1)	7	1	6	(18.8)
a. Reporting (unspecified)	9	0	9		1	0	1	
b. News writing	7	0	7		0	0	0	
c. Public affairs reporting	4	0	4		1	0	1	
d. Investigative reporting	4	0	4		2	0	2	
e. Public opinion reporting	3	0	3		3	0	3	
f. Specialized journalism	1	0	1		0	0	0	
g. Political campaigns reptg.	1	0	1		0	0	0	
h. Legislative affairs reptg.	1	0	1		0	0	0	
i. Reporting business	1	0	1		0	0	0	
j. Interviewing	1	0	1		0	0	0	
k. Urban reporting	0	0	0		0	1	-1	
2. Management	13	0	13	(11.4)	3	0	3	(9.4)
3. Internship	11	0	11	(9.6)	0	0	0	-----
4. Photojournalism	10	2	8	(7.0)	2	0	2	(6.2)
5. Research	7	0	7	(6.1)	2	0	2	(6.2)
6. Graphics	6	1	5	(4.4)	3	0	3	(9.4)
6. Editing and makeup	5	0	5	(4.4)	3	0	3	(9.4)
6. Other**	5	0	5	(4.4)	0	1	-1	(-3.1)
9. Broadcast news	5	1	4	(3.5)	1	0	1	(3.1)
9. Law	5	1	4	(3.5)	1	1	0	-----
11. Magazine editing/production	3	0	3	(2.6)	3	0	3	(9.4)
11. Critical writing	3	0	3	(2.6)	2	0	2	(6.2)
11. History	3	0	3	(2.6)	1	0	1	(3.1)
11. Magazine article writing	3	0	3	(2.6)	0	0	0	-----
15. Editorial writing	2	0	2	(1.8)	1***	0	1	(3.1)
15. Feature writing	2	0	2	(1.8)	1	0	1	(3.1)
15. Ethics	2	0	2	(1.8)	4	0	4	(12.5)
15. Mass media and society	2	0	2	(1.8)	1	0	1	(3.1)

*The listing of schools with 500 or more journalism majors is reported in Dr. Paul V. Peterson's annual enrollment survey, published in Journalism Educator 31.4, January, 1977.

**Added: International, Literary Aspects of Journalism, Seminar in Visual Communication, Advanced Magazine Projects and Sequence Seminar for Seniors. Planning to drop: International.

***This course, tabulated only under editorial writing, also will include feature and critical writing.

Table III

NEWS-EDITORIAL CURRICULUM CHANGES IN AASDJ SCHOOLS

(N=56)

Subject area	Actual (courses) Added (n=160)	- Dropped (n=16)	= Total (n=144)	%	Planned (courses) Added (n=34)	- Dropped (n=4)	= Total (n=30)	%
1. News writing/ reporting (total)	43	4	39	(27.1)	7	1	6	(20.0)
a. Reporting (unspecified)	11	1	10		2	0	2	
b. Public affairs reporting	9	0	9		0	1	-1	
c. News writing	9	2	7		1	0	1	
d. Investigative reporting	7	0	7		2	0	2	
e. Public opinion reporting	2	1	1		2	0	2	
f. Political campaigns reptg.	1	0	1		0	0	0	
g. Statehouse reporting	1	0	1		0	0	0	
h. Legislative affairs reptg.	1	0	1		0	0	0	
i. Reporting business	1	0	1		0	0	0	
j. Interviewing	1	0	1		0	0	0	
2. Internship	15	0	15	(10.4)	1	0	1	(3.3)
3. Management	13	0	13	(9.0)	5	0	5	(16.4)
4. Editing and makeup	12	1	11	(7.6)	3	1	2	(6.7)
5. Photojournalism	12	2	10	(6.9)	2	0	2	(6.7)
6. Research	8	0	8	(5.6)	2	0	2	(6.7)
7. Broadcast news	7	1	6	(4.2)	2	0	2	(6.7)
8. Law	6	1	5	(3.5)	1	1	0	-----
8. Magazine article writing	5	0	5	(3.5)	0	0	0	-----
8. Other*	8	3	5	(3.5)	0	0	0	-----
11. Feature writing	5	1	4	(2.8)	1	0	1	(3.3)
11. Critical writing	4	0	4	(2.8)	0	0	0	-----
11. Graphics	5	1	4	(2.8)	2	0	2	(6.7)
11. Magazine editing/production	4	0	4	(2.8)	2	0	2	(6.7)
15. Editorial writing	3	0	3	(2.1)	1**	0	1	(3.3)
15. Ethics	3	0	3	(2.1)	3	0	3	(10.0)
15. Mass media and society	3	0	3	(2.1)	2	0	2	(6.7)
18. History	4	2	2	(1.4)	0	1	-1	(-3.3)

*Added: Literary Aspects of Journalism (2), International, Advanced Magazine Projects, Seminar in Visual Communication, Black Journalism, Women in Journalism and Fine Arts for Journalists. Dropped: Advanced Fiction, International and Broadcast Management.

**This course, tabulated under editorial writing, also will include feature and critical writing.

Table IV

NEWS-EDITORIAL CURRICULUM CHANGES IN ASJSA SCHOOLS NOT ALSO MEMBERS OF AASDJ

(N=49)

Subject area	Actual (courses) Added (n=163)	Dropped (n=5)	Total (n=158)	%	Planned (courses) Added (n=54)	Dropped (n=1)	Total (n=53)	%
1. News writing/ reporting (total)	37	1	36	(22.8)	19	0	19	(35.8)
a. Reporting (unspecified)	10	0	10		4	0	4	
b. News writing	9	1	8		3	0	3	
c. Public affairs reporting	7	0	7		1	0	1	
d. Investigative reporting	6	0	6		3	0	3	
e. Interpretative reporting	2	0	2		0	0	0	
f. Public opinion reporting	1	0	1		5	0	5	
g. Specialized journalism	1	0	1		1	0	1	
h. Sports writing, sportscasting	1	0	1		0	0	0	
i. Science reporting	0	0	0		1	0	1	
j. Specialized reporting	0	0	0		1	0	1	
2. Broadcast news	15	0	15	(9.5)	1	0	1	(1.9)
2. Internship	15	0	15	(9.5)	0	0	0	-----
4. Photojournalism	14	0	14	(8.9)	5	0	5	(9.4)
5. Magazine editing/production	12	0	12	(7.6)	1	0	1	(1.9)
6. Management	10	1	9	(5.7)	5	0	5	(9.4)
6. Mass media and society	9	0	9	(5.7)	1	0	1	(1.9)
8. Graphics	9	1	8	(5.1)	4	0	4	(7.5)
9. Other*	7	0	7	(4.4)	1	0	1	(1.9)
10. Magazine article writing	6	0	6	(3.8)	2	0	2	(3.8)
11. Editing and makeup	5	0	5	(3.2)	4	0	4	(7.5)
11. Research	5	0	5	(3.2)	3	0	3	(5.7)
11. Critical writing	5	0	5	(3.2)	1	0	1	(1.9)
14. Editorial writing	5	1**	4	(2.5)	1	0	1	(1.9)
15. Law	3	0	3	(1.9)	2	0	2	(3.8)
16. Ethics	2	0	2	(1.3)	2	0	2	(3.8)
16. History	2	0	2	(1.3)	1	1	0	-----
18. Feature writing	2	1	1	(.6)	1	0	1	(1.9)

*Added: Theory (2), Photo Editing, Minority Media, Yearbook Production, Newspaper Production and Introduction to Journalism. Planning to add: International.

**This course, tabulated under editorial writing, also will include feature and critical writing.

Table V

A COMPARISON OF NEWS-EDITORIAL CURRICULAR CHANGES BY CATEGORIES OF SCHOOLS

(N=111)

	Courses Added				Courses Planned			
	All* (n=314)	500+ (n=114)	AASDJ (n=144)	ASJSA (n=158)	All* (n=94)	500+ (n=32)	AASDJ (n=30)	ASJSA (n=53)
1. News writing/reporting (total)	24.2%	28.1%	27.1%	22.8%	24.5%	18.8%	20.0%	35.8%
a. Reporting (unspecified)	**(26.3)	(28.1)	(25.6)	(27.8)	(26.1)	(16.7)	(33.3)	(21.0)
b. News writing	(19.7)	(21.9)	(17.9)	(22.2)	(17.4)	-----	(16.7)	(15.8)
c. Public affairs reporting	(19.7)	(12.5)	(23.1)	(19.4)	(4.3)	(16.7)	(-16.7)	(5.3)
d. Investigative reporting	(17.1)	(12.5)	(17.9)	(16.7)	(13.0)	(33.3)	(33.3)	(15.8)
e. Public opinion reporting	(5.3)	(9.4)	(2.6)	(2.8)	(34.8)	(50.0)	(33.3)	(26.3)
f. Interpretative reporting	(2.6)	-----	-----	(5.6)	-----	-----	-----	-----
g. Specialized journalism	(1.3)	(3.1)	(2.6)	(2.8)	-----	-----	-----	(5.3)
h. Political campaigns reptg.	(1.3)	(3.1)	-----	-----	-----	-----	-----	-----
i. Statehouse reporting	(1.3)	-----	(2.6)	-----	-----	-----	-----	-----
j. Legislative affairs reptg.	(1.3)	(3.1)	(2.6)	-----	-----	-----	-----	-----
k. Sports writing, sportscasting	(1.3)	-----	-----	(2.8)	-----	-----	-----	-----
l. Reporting business	(1.3)	(3.1)	(2.6)	-----	-----	-----	-----	-----
m. Interviewing	(1.3)	(3.1)	(2.6)	-----	-----	-----	-----	-----
n. Science reporting	-----	-----	-----	-----	(4.3)	-----	-----	(5.3)
o. Specialized reporting	-----	-----	-----	-----	-----	-----	-----	(5.3)
p. Urban reporting	-----	-----	-----	-----	(-4.3)	(16.7)	-----	-----
2. Internship	10.2	9.6	10.4	9.5	2.1	-----	3.3	-----
3. Photojournalism	7.6	7.0	6.9	8.9	9.6	6.2	6.7	9.4
3. Management	7.6	11.4	9.0	5.7	11.7	9.4	16.4	9.4
5. Broadcast news	6.7	3.5	4.2	9.5	4.2	3.1	6.7	1.9
6. Editing and makeup	5.4	4.4	7.6	3.2	8.5	9.4	6.7	7.5
7. Magazine editing/production	5.1	2.6	2.8	7.6	5.3	9.4	6.8	1.9
8. Other	4.8	4.4	3.5	4.4	2.1	-3.1	-----	1.9
9. Research	4.5	6.1	5.6	3.2	5.3	6.2	6.7	5.7
10. Graphics	3.8	4.4	2.8	5.1	7.4	9.4	6.7	7.5
10. Mass media and society	3.8	1.8	2.1	5.7	4.2	3.1	6.7	1.9
12. Magazine article writing	3.5	2.6	3.5	3.8	2.1	-----	-----	3.8
13. Law	2.9	3.5	3.5	1.9	2.1	-----	-----	3.8
14. Critical writing	2.5	2.6	2.8	3.2	2.1	6.2	-----	1.9
15. Editorial writing	2.2	1.8	2.1	2.5	2.1	3.1	3.3	1.9
16. Feature writing	1.9	1.8	2.8	.6	1.1	3.1	3.3	1.9
17. Ethics	1.9	1.8	2.1	1.3	5.3	12.5	10.0	3.8
18. History	1.3	2.6	1.4	1.3	-----	3.1	-3.3	-----

*"All" is an exhaustive total. The four columns are not individually exclusive. The percentages are taken from the Total columns of Tables I - IV.

**The percentages in parentheses, shown for a-p, are those of item 1.

Table VI

NEWS-EDITORIAL CHANGES IN EMPHASIS IN ALL SCHOOLS

(N=111)

	Actual (subject areas)				Planned (subject areas)			
	Increased (n=617)	- Diminished (n=47)	= Total (n=570)	%	Increased (n=151)	- Diminished (n=12)	= Total (n=139)	%
1. News writing/reporting (total)	215	4	211	(37.0)	38	3	35	(25.2)
a. News writing	56	0	56		11	0	11	
b. Reporting (unspecified	52	0	52		8	1	7	
c. Public affairs reporting	50	2	48		6	1	5	
d. Investigative reporting	38	1	37		8	1	7	
e. Public opinion reporting	16	1	15		4	0	4	
f. Depth reporting	1	0	1		0	0	0	
g. Specialized journalism	1	0	1		0	0	0	
h. Sports writing, sportscasting	1	0	1		0	0	0	
i. Specialized reporting	0	0	0		1	0	1	
2. Internship	44	1	43	(7.5)	10	0	10	(7.2)
3. Editing and makeup	44	3	41	(7.2)	12	0	12	(8.6)
4. Broadcast news	34	1	33	(5.8)	6	1	5	(3.6)
5. Management	34	2	32	(5.6)	13	0	13	(9.4)
5. Photojournalism	34	2	32	(5.6)	11	0	11	(7.9)
7. Ethics	31	0	31	(5.4)	8	0	8	(5.8)
8. Research	23	1	22	(3.8)	9	2	7	(5.0)
9. Mass media and society	22	2	20	(3.5)	7	0	7	(5.0)
9. Law	20	0	20	(3.5)	4	0	4	(2.9)
11. Graphics	24	5	19	(3.3)	19	1	18	(12.9)
11. Magazine article writing	20	1	19	(3.3)	1	0	1	(.7)
13. Magazine editing/production	18	2	16	(2.8)	6	0	6	(4.3)
14. Critical writing	14	0	14	(2.4)	2	0	2	(1.4)
15. Editorial writing	14	4	10	(1.8)	3	0	3	(2.2)
16. Feature writing	11	5	6	(1.0)	2	1	1	(.7)
17. Other*	7	2	5	(.9)	0	0	0	-----
18. History	8	12	-4	-----	0	4	-4	(-2.9)

*Increased emphasis: Urban Journalism, Fact Finding, Applied Journalism, World Press, Senior Seminar, Laboratory Publication and Yearbook Production. Diminished emphasis: Foreign Press and Newspaper Production.

Table VII

NEWS-EDITORIAL CHANGES IN EMPHASIS IN SCHOOLS WITH 500 OR MORE JOURNALISM MAJORS

(N=42)

	Actual (subject areas)				Planned (subject areas)			
	Increased (n=237)	- Diminished (n=13)	= Total (n=224)	%	Increased (n=63)	- Diminished (n=7)	= Total (n=56)	%
1. News writing/reporting (total)	87	0	87	(38.8)	18	0	18	(32.1)
a. Public affairs reporting	21	0	21		3	0	3	
b. Reporting (unspecified)	19	0	19		3	0	3	
c. News writing	18	0	18		3	0	3	
d. Investigative reporting	15	0	15		5	0	5	
e. Public opinion reporting	10	0	10		4	0	4	
f. Depth reporting	1	0	1		0	0	0	
g. Statehouse reporting	1	0	1		0	0	0	
h. Specialized journalism	1	0	1		0	0	0	
i. Interviewing	1	0	1		0	0	0	
2. Editing and makeup	17	0	17	(7.6)	7	0	7	(12.5)
3. Management	16	0	16	(7.1)	5	0	5	(8.9)
4. Internship	14	0	14	(6.2)	2	0	2	(3.6)
5. Photojournalism	14	1	13	(5.8)	3	1	2	(3.6)
6. Ethics	12	0	12	(5.4)	4	0	4	(7.1)
7. Research	11	0	11	(4.9)	4	0	4	(7.1)
7. Broadcast news	12	1	11	(4.9)	3	1	2	(3.6)
9. Law	9	0	9	(4.0)	2	0	2	(3.6)
10. Magazine editing/production	7	0	7	(3.1)	3	0	3	(5.4)
10. Magazine article writing	7	0	7	(3.1)	0	1	-1	(-1.8)
12. Graphics	8	2	6	(2.7)	4	1	3	(5.4)
13. Mass media and society	6	1	5	(2.2)	2	0	2	(3.6)
13. Critical writing	5	0	5	(2.2)	2	0	2	(3.6)
14. Other*	4	1	3	(1.3)	0	1	-1	(-1.8)
15. Editorial writing	2	1	1	(.4)	1	0	1	(1.8)
15. Feature writing	3	2	1	(.4)	1	1	0	-----
17. History	3	4	-1	(-.4)	2	1	1	(1.8)

*Increased emphasis: Urban Journalism, Fact Finding, Applied Journalism and World Press. Diminished emphasis: Foreign Press.

Table VIII

NEWS-EDITORIAL CHANGES IN EMPHASIS IN AASDJ SCHOOLS

(N=56)

	Actual (subject areas)				Planned (subject areas)			
	Increased (n=304)	- Diminished (n=26)	= Total (n=278)	%	Increased (n=73)	- Diminished (n=8)	= Total (n=65)	%
1. News writing/reporting (total)	108	3	105	(37.8)	20	2	18	(27.7)
a. Public affairs reporting	29	1	28		4	0	4	
b. News writing	26	0	26		6	0	6	
c. Reporting (unspecified)	25	0	25		5	1	4	
d. Investigative reporting	19	1	18		3	1	2	
e. Public opinion reporting	7	1	6		2	0	2	
f. Depth reporting	1	0	1		0	0	0	
g. Interviewing	1	0	1		0	0	0	
2. Editing and makeup	22	2	20	(7.2)	6	0	6	(9.2)
3. Management	20	1	19	(6.8)	9	0	9	(13.8)
3. Internship	19	0	19	(6.8)	6	0	6	(9.2)
5. Ethics	18	0	18	(6.5)	4	0	4	(6.2)
6. Broadcast news	15	0	15	(5.4)	4	1	3	(4.6)
7. Research	14	1	13	(4.7)	3	2	1	(1.5)
8. Photojournalism	13	1	12	(4.3)	5	0	5	(7.7)
9. Magazine article writing	11	0	11	(4.0)	0	0	0	-----
10. Law	10	0	10	(3.6)	1	0	1	(1.5)
11. Critical writing	9	0	9	(3.2)	1	0	1	(1.5)
12. Mass media and society	10	2	8	(2.9)	4	0	4	(6.2)
12. Magazine editing/production	9	1	8	(2.9)	3	0	3	(4.6)
14. Graphics	8	2	6	(2.2)	4	1	3	(4.6)
15. Other*	4	0	4	(1.4)	0	0	0	-----
16. Editorial writing	6	3	3	(1.1)	2	0	2	(3.1)
17. Feature writing	4	3	1	(.4)	1	1	0	-----
18. History	4	7	-3	(-1.1)	0	1	-1	(-1.5)

*Increased emphasis: Urban Journalism, Fact Finding, Applied Journalism and World Press. Diminished emphasis: Foreign Press and Newspaper Production.

Table IX

NEWS-EDITORIAL CHANGES IN EMPHASIS IN ASJSA SCHOOLS NOT ALSO MEMBERS OF AASDJ

(N=49)

Subject area	Actual (subject areas) Increased (n=303)	- Diminished (n=17)	= Total (n=286)	%	Planned (subject areas) Increased (n=71)	- Diminished (n=5)	= Total (n=66)	%
1. News writing/reporting (total)	100	1	99	(34.6)	21	0	21	(31.8)
a. News writing	28	0	28		5	0	5	
b. Reporting (unspecified)	25	0	25		3	0	3	
c. Public affairs reporting	19	1	18		2	0	2	
d. Investigative reporting	18	0	18		5	0	5	
e. Public opinion reporting	8	0	8		5	0	5	
f. Interpretative reporting	1	0	1		0	0	0	
g. Specialized journalism	1	0	1		0	0	0	
h. Specialized reporting	0	0	0		1	0	1	
2. Internship	24	1	23	(8.0)	4	0	4	(6.1)
3. Photojournalism	21	1	20	(7.0)	6	0	6	(9.1)
3. Editing and makeup	21	1	20	(7.0)	5	0	5	(7.6)
5. Broadcast news	19	1	18	(6.3)	2	1	1	(1.5)
6. Graphics	16	3	13	(4.5)	5	0	5	(7.6)
6. Management	14	1	13	(4.5)	4	0	4	(6.1)
8. Ethics	12	0	12	(4.2)	4	0	4	(6.1)
8. Mass media and society	12	0	12	(4.2)	3	0	3	(4.5)
10. Law	10	0	10	(3.5)	3	0	3	(4.5)
11. Magazine editing/production	9	1	8	(2.8)	2	0	2	(3.0)
11. Magazine article writing	9	1	8	(2.8)	1	1	0	-----
11. Research	8	0	8	(2.8)	6	0	6	(9.1)
14. Editorial writing	8	1	7	(2.4)	1	0	1	(1.5)
15. Feature writing	7	1	6	(2.1)	1	0	1	(1.5)
16. Critical writing	5	0	5	(1.7)	1	0	1	(1.5)
17. Other*	4	0	4	(1.4)	0	0	0	-----
18. History	4	4	0	-----	2	3	-1	(-1.5)

*Increased emphasis: Senior Seminar, Sports Writing and Sportscasting, Laboratory Publication and Yearbook Production.

Table X

A COMPARISON OF NET INCREASES IN EMPHASIS OF NEWS-EDITORIAL SUBJECT AREAS SHOWN BY CATEGORIES OF SCHOOLS

(N=111)

		Actual (subject areas)				Planned (subject areas)			
		All* (n=570)	500+ (n=224)	AASDJ (n=278)	ASJSA (n=286)	All* (n=139)	500+ (n=56)	AASDJ (n=65)	ASJSA (n=60)
1.	News writing/reporting (total)	37.0%	38.8%	37.8%	34.6%	25.2%	32.1%	27.7%	31.8%
	a. News writing	**(26.5)	(20.7)	(24.8)	(28.3)	(31.4)	(16.7)	(33.3)	(23.8)
	b. Reporting (unspecified)	(24.6)	(21.8)	(23.8)	(25.2)	(20.0)	(16.7)	(22.2)	(14.3)
	c. Public affairs reporting	(22.7)	(24.1)	(26.7)	(18.2)	(14.3)	(16.7)	(22.2)	(9.5)
	d. Investigative reporting	(17.5)	(17.2)	(17.1)	(18.2)	(20.0)	(27.8)	(11.1)	(23.8)
	e. Public opinion reporting	(7.1)	(11.5)	(5.7)	(8.1)	(11.4)	(22.2)	(11.1)	(23.8)
	f. Specialized journalism	(.5)	(1.1)	-----	(1.0)	-----	-----	-----	-----
	g. Sports writing, sportscasting	(.5)	-----	-----	-----	-----	-----	-----	-----
	h. Depth reporting	(.5)	(1.1)	(1.0)	-----	-----	-----	-----	-----
	i. Interpretative reporting	-----	-----	-----	(1.0)	-----	-----	-----	-----
	j. Statehouse reporting	-----	(1.1)	-----	-----	-----	-----	-----	-----
	k. Interviewing	-----	(1.1)	(1.0)	-----	-----	-----	-----	-----
	l. Specialized reporting	-----	-----	-----	-----	(2.9)	-----	-----	(4.8)
2.	Internship	7.5	6.2	6.9	8.0	7.2	3.6	9.2	6.1
3.	Editing and makeup	7.2	7.6	7.2	7.0	8.6	12.5	9.2	7.6
4.	Broadcast news	5.8	4.9	5.4	6.3	3.6	3.6	4.6	1.5
5.	Photojournalism	5.6	5.8	4.3	7.0	7.9	3.6	7.7	9.1
5.	Management	5.6	7.1	6.8	4.5	9.4	8.9	13.8	6.1
7.	Ethics	5.4	5.4	6.5	4.2	5.8	7.1	6.2	6.1
8.	Research	3.8	4.9	4.7	2.8	5.0	7.1	1.5	9.1
9.	Law	3.5	4.0	3.6	3.5	2.9	3.6	1.5	4.5
9.	Mass media and society	3.5	2.2	2.9	4.2	5.0	3.6	6.2	4.5
11.	Magazine article writing	3.3	3.1	4.0	2.8	.7	-1.8	-----	-----
11.	Graphics	3.3	2.7	2.2	4.5	12.9	5.4	4.6	7.6
13.	Magazine editing/production	2.8	3.1	2.9	2.8	4.3	5.4	4.6	3.0
14.	Critical writing	2.4	2.2	3.2	1.7	1.4	3.6	1.5	1.5
15.	Editorial writing	1.8	.4	1.1	2.4	2.2	1.8	3.1	1.5
16.	Feature writing	1.0	.4	.4	2.1	.7	-----	-----	1.5
17.	Other	.9	1.3	1.4	1.4	-----	-1.8	-----	-----
18.	History	-----	-.4	-1.1	-----	-2.9	1.8	-1.5	-1.5

*"All" is an exhaustive total. The four columns are not individually exclusive.

The percentages are taken from the Total columns of Tables VI - IX.

**The percentages in parentheses, shown for a-p, are those of item 1.

ADDENDUM

An examination of the comments, which were made by most of the respondents, provides many of the reasons for recent and projected changes in courses and course content, as well as reasons why some desired changes have not been made. The edited comments are as follows:

News Writing and Reporting (Unspecified)

"We realize the increased need for more work in reporting--our state's editors demand this, and so do we." (Wyoming)

"We feel the need for more writing experience on the part of the students. We dropped a sophomore writing course and added a junior-level reporting course in order to include community college transfer students who, we felt, also needed that writing experience." (Northridge)

"We think writing is the heart of the journalism program, and perhaps we've been letting students by with too little." (Iowa State)

"We have made our journalism history course elective and added a course in advanced reporting. We feel that our students need still more writing instruction. The new course seems to be showing up this weakness." (Mississippi)

"We added a second semester of reporting, required of most students, because many were not ready for advanced reporting after the one-semester introductory course. The new 'make or break' course will enable us to get a better reading on competencies. We also have introduced an advanced writing course for public relations majors." (Drake)

"We added a reporting problems class to permit advanced students to work for the student daily for credit." (Montana)

"We have made our reporting instruction more rigorous and have melded the news service reporting course with the regular reporting courses." (American)

"We are putting more emphasis on writing and reporting requirements, trimming the options of magazine, feature and specialized writing. Some students aren't as well prepared as they should be, and advanced writing and reporting courses should help. Our fact-finding course will include some CRT data retrieval when our library gets its course in operation." (Florida)

"We feel that reporting is the guts of the program, and have added an intermediate reporting course." (New Mexico)

"We have redesigned our reporting courses, especially the beginning, one, to emphasize basics of grammar more than in the past." (Nevada)

"Poor entry-level language skills are prompting us to emphasize the writing aspect of our news writing and reporting course." (North Dakota)

"We continue to intensify and raise the level of performance required in our three basic reporting/news writing courses. In sum: more and more emphasis on basic skills and ethics." (Texas A&M)

"We are using a computer-assisted instructional program in news writing." (TCU)

"Increased emphasis is primarily in pre-professional skills courses, to produce a better prepared entry-level employee." (Washington and Lee)

"Students need more writing experiences and opportunities." (Fullerton)

"We are moving to an upper-level program. Students must pass a grammar proficiency test and satisfy other requirements to gain admission to the school." (Georgia)

"We have added a reporting course. The faculty and students felt the need for a course in which the primary emphasis is on news sources and the methods used to gather meaningful information from these sources." (Indiana)

"We now give proficiency tests to all transfer students who have taken basic courses elsewhere and wish to use them as part of their major here. Students from accredited programs generally pass; those coming from community/junior colleges usually do not." (Arizona State)

"We are revising our news writing, reporting and editing courses to place greater effort on competency. With a Gannett grant we are developing a computer-assisted instructional program in news writing and other courses." (Michigan State)

"Our introductory reporting course has added emphasis in interviewing, in the relationship of audience to news judgment and in the amount of outside assignments." (Minnesota)

"We have continued to emphasize writing in every area, and will continue to try to increase the emphasis." (Nebraska)

"We have beefed up the news-editorial requirements to favor more writing." (San Diego)

"We added a required course entitled, 'Advanced Copyediting/Reporting.' The lab in our introductory news writing course has been lengthened from an hour and 20 minutes to two hours. To get students into a properly serious frame of mind, one-hour credit is now given for the lab. We think the increased emphasis and drill help students hone their skills" (South Carolina)

"We have added a required advanced reporting course." (Tennessee)

"We are redesigning the editing/makeup class and may combine it with basic reporting. If so, makeup will be shifted to graphics and the new course will concentrate on the writing-editing process." (Sacramento)

"There has been a definite trend on our part to improve writing skills." (Central Michigan)

"We are making writing and reporting courses more demanding, introducing tests in grammar and spelling and bringing in professionals as part-time instructors." (Hawaii)

"Freshmen learn to write their first year in the department or they find a new major." (New Mexico State)

"At the behest of employers and students, we are moving toward more highly professional courses." (Ryerson)

"We plan to divide our news writing course into two--one in news writing and one in reporting." (St. Bonaventure)

"We have developed a common core for all majors, including a basic writing course similar to the one at Northwestern." (Western Kentucky)

"As we revise our general course structure, beginning reporting probably will de-emphasize newspaper reporting techniques and cover some of all aspects of communication techniques: news writing, broadcast writing, advertising writing and public relations. We plan to try to determine the potentials of the students in various job-related fields, then guide them toward a specialty for which they seem to be fitted." (Colorado)

Other Reporting Courses

"We have added a public affairs reporting course. The increased emphasis on it and public opinion reporting is due largely to student interest and our perceptions of needs in the field. Increased student enrollment has forced certain changes in teaching techniques and the addition of new courses." (Missouri)

"A course in precision journalism--social science research methods for reporters--has been added. Legal issues reporting also is new. The urban journalism course may be dropped or offered less frequently because of the press of other needs. Public affairs courses have additional emphasis in court and legal process reporting and now include an introduction to precision journalism. Attention is also paid to research techniques needed for investigative reporting--source development, use of public records, etc." (Minnesota)

"We are developing precision journalism components within existing courses. We published lab newspapers and magazines for the first time this year to provide outlets in public affairs reporting, news writing, etc. There is support from the MSU Development Fund." (Michigan State)

"We have increased emphasis in news writing, reporting and public opinion reporting to strengthen these areas within the existing course framework." (Northwestern)

"Public opinion reporting has been added. Investigative reporting, a 'hot' item with students, is taught in advanced reporting, which we formerly called depth reporting." (Iowa)

"We are using the mini-course device on occasion as we increase emphasis on public opinion and investigative reporting." (Boston)

"We are strengthening our public affairs reporting course and encouraging more students to take it. Public opinion reporting is covered in our four reporting courses." (Kansas)

"We plan to add reporting and public affairs reporting courses." (Iowa State)

"We have found that the best investigative reporting course is a media review which we publish (the pretentious idea, a review of Arizona journalism). If students can investigate the media, they can investigate nearly any situation." (Arizona)

"We have added statehouse reporting, black journalism, women in journalism and fine arts for journalists courses. The reasons are growing enrollment, student requests and the natural environment of OSU in a large state capital." (Ohio State)

"We have added a course in legislative affairs reporting and one in political campaigns reporting." (Oklahoma)

"Our third reporting course has become a public opinion and investigative reporting course in keeping with the trend evident in news writing in the past five to seven years." (Oklahoma State)

"We are moving to an upper-level program. Junior status will be a prerequisite for the first reporting course. We have strengthened professional instruction and tightened standards. For example, the public affairs (intermediate) reporting course has been almost totally revamped." (Penn State)

"We have changed our name from a department of mass communications to a department of journalism. We have dropped the advanced news writing course in favor of one called editorial and interpretative writing. We have revised course outlines and content to strengthen ourselves, primarily in public affairs reporting." (Western Kentucky)

"Public affairs, public opinion and investigative reporting are covered in our senior-level advanced reporting class." (San Jose)

"Public affairs, public opinion and investigative reporting, along with editing and makeup, are incorporated into the advanced copyediting and reporting course we have required the past two years. The topics are continued in our required senior newspaper practicum." (South Carolina)

"We have added reporting and public affairs reporting courses and are placing increased emphasis on them and on news writing." (Syracuse)

"Because of interest from students and the media we have placed new emphasis on investigative reporting." (Houston)

"We are now requiring public opinion reporting, along with two other reporting courses beyond the required core writing course, and have intensified our courses and practica for selected students with the downtown media." (South Florida)

"We have added investigative reporting as an elective, not as a substitute for public affairs reporting. We have resisted any temptations to reduce the amount of writing and editing courses." (Kent State)

"We have added senior courses on reporting news of minorities and on reporting weather and environmental news." (Texas)

"We have added a course in investigative reporting in response to student interest. We have increased emphasis on reporting and opinion writing mainly because of new staff members with those interests. Presumably, Watergate reporting also had an effect." (East Texas)

"Our new course in interpretative journalism covers investigative reporting, editorial writing, news analysis and critical writing." (Hawaii)

"We have added a non-required course entitled, 'The Journalistic Interview.' It involves reading, discussion and laboratory exercises to aid nonfiction writers in the development of skills in gathering information through asking questions. Also, analysis of literature and research findings on techniques of listening, nonverbal communication and psychological dynamics of the interview relationship to journalistic situations." (Oregon)

Internships

"The internship program has been growing the past three years. Our new dean is interested in expanding this even more. We're seeking internships at times other than summers also." (Florida)

"We're strong on internships, any time of the year, and three years ago began awarding credit for interns who participate in a seminar upon their return." (Georgia)

"Last year we increased the number of internships during the school year. We had a two-week intersession in January and almost 50 students gained experience on newspapers, magazines, radio and television stations and working for public relations firms. This year we had 66 students working during the intersession; they received from one to two hours of credit for the two weeks." (Kansas)

"Internship emphasis would be greater, given greater willingness on the part of media. We now are allowing some academic credit for internships, whereas we weren't four years ago." (Minnesota)

"We are promoting the value of internships among our students. Plans are in the works for internship work with smaller papers in the state, and the Tulsa Tribune has given our program a boost with its fall and winter semester internships. We are continuing to push in this direction in the face of the economic situation, which has made internships more difficult to gain in some instances." (Oklahoma State)

"The internship program is very limited and is not required of students." (Oregon)

"The major addition we've made is in the internship area. We went into this in a significant way about three years ago, including approving internships for academic credit. News and editing majors must have completed public affairs (intermediate) reporting to be eligible. And as a general matter, we won't let students use internship experience in lieu of taking a required professional course." (Penn State)

"The department policy is against internships if we give up the teaching to downtowners. I hate to hear j-educators make a distinction between pros and teachers. We are professionals. Nobody is hired here without 10 years of earning a living in the media. We run in-house internships by publishing The Tombstone Epitaph, the bilingual South Tucson Independiente, the Capitol News Service for weeklies (from a lab in Phoenix) and other such projects as the media review, the pretentious idea. I will approve internships on an individual basis, but not just to provide free labor. I don't even like the word, 'internship.' If they write and their work appears, they are reporters." (Arizona)

"We plan to add an internship course to provide 2-4 credits for students who supplement course and lab work with professional experience." (North Dakota)

"Internships (one quarter required) is unchanged, but most students now are taking practicum (two quarters required). Internship credit is being reserved for formally structured internship programs." (Utah)

"We have initiated an internship course with variable credit, from one to 15 hours. We now require at least two hours for graduation." (Bowling Green--Ohio)

"Far more students are acquiring summer internships on papers, wire services and other media. The school has pushed this for all curricula." (West Virginia)

"We are expanding work experience programs in the news-editorial sequence." (Bridgeport)

"We have increased internship opportunities substantially, and are urging qualified students who plan careers in journalism to undertake internships." (Hawaii)

"We have expanded opportunities for student internships and are planning to develop this program further with carefully organized agreements to assure the students of well supervised and instructional work experience." (Oregon State)

"More than 80 agencies now cooperate in our intern program." (St. Cloud)

"We have added an internship course to get our kids more 'hands on' experience of a professional nature." (Wisconsin at River Falls)

Photojournalism

"We added a photojournalism course to our basic photography course and are considering the addition of a third. The recent construction of our $125,000 Gannett Photojournalism Laboratory has given us the proper facility, and interest is rising. More than 450 students per year can now be taught through the new lab." (Georgia)

"We have added a seminar in visual communication." (Indiana)

"Our curriculum was changed last year in order to try to meet the needs and interests of our students. An additional skills course requirement was added to our core. Students may choose to meet this requirement with one of the following: J301, 'Reporting'; J330, 'Advertising As Communication'; or J363, 'Photocommunication.'" And we have added a seminar in visual communication." (Indiana)

"We have added advanced press photography." (Memphis State)

"We have added an advanced photojournalism course at the senior level to supplement the introductory course taught for many years." (Michigan State)

"We have increased our emphasis on photojournalism." (Northwestern)

"We dropped a course in color photography, and incorporated some of the material into another course." (Ohio)

"We have added a course in advanced photojournalism and layout." (Ohio State)

"Our current curriculum redevelopment program will allow us to expand our emphasis on photojournalism and will enable us to become more news-oriented in our photojournalism courses." (Oklahoma State)

"The department has eliminated a one-unit course in pictorial communications, which was required of all news-editorial majors. This subject is now treated more extensively in our editing classes. We have added an advanced class in photojournalism (stressing color) as an elective." (San Jose)

"We have added an alternative requirement in our photojournalism area titled, 'Photojournalism Workshop.' It is a small group effort in which the students spend three weeks in a town or 'at' some place and tell the story of that town or place in photographs. It is a news course and not an art course. Both the magazine and photojournalism courses have received additional emphasis because we now offer the two areas as specialty tracks within the news-editorial sequence. Entrance into these tracks is carefully controlled, with fairly rigid requirements. Several new courses have been created to meet the needs of the photojournalism specialist." (South Carolina)

"The whole photojournalism sequence has been revised so as to add a beginning non-darkroom course which can take large enrollments from all sequences in addition to photography majors." (Texas)

"We have introduced a lower division photojournalism course and revised the upper-division photo course." (Drake)

"Photography and law courses both used to be optional, but both are now required. The reasons are as follows: Both areas have come in for increased emphasis in the profession. External forces--such as the American Bar Association and the courts--have caused law to be much more significant for reporters and editors. The increased emphasis on visual impact has done the same in the area of photography. We do not believe majors are equipped to work in journalism without an understanding of each." (West Virginia)

"The growth in photojournalism courses resulted partly from our moving into new quarters with superb photo labs. We also hired a photojournalism faculty member who takes charge of this unit." (Long Beach)

"Our photojournalism courses are now taught in another department, but we plan to build a new darkroom and teach our own courses in the near future." (Murray State)

"Photojournalism is a gap in our curriculum which, if the budget allows, we plan to fill soon." (Nebraska at Omaha)

"The special nature of our technical journalism program has brought the recent addition of two courses in technical photojournalism, and proposals have been made for additional courses in industrial and environmental photography." (Oregon State)

"We have added an advanced photojournalism course." (St. Cloud)

"Advanced photojournalism has been added." (Wisconsin at Milwaukee)

"We plan to add a photojournalism course because we believe a reporter who can also take pictures is a more valuable employee, particularly for smaller newspapers." (American)

Management

"We added a media economics course (which studies sources of revenue, costs, profits, trends in ownership, etc., of both the print and broadcast industries) because we believe the well-rounded journalist needs to know something about the industry that employs him. We prefer to use 'economics' instead of 'management' in our course because this is a better way to introduce business practices on a broad basis. Our course does devote a week to 'management' but we also devote a week to 'labor' along with the other elements I have mentioned." (American)

"Newspaper operation/management was slighted in existing courses." (Fullerton)

"With cooperation of the business college we added a management emphasis to our news-editorial curriculum. Our basic management course is taught by the co-publisher of a daily who formerly was co-owner of a weekly." (Georgia)

"A course entitled, 'Media Labor-Management Relations,' was added because of a demand from the profession for graduates who have a better grasp of management-labor problems in preparation for filling top executive positions." (Indiana)

"We added a course in newspaper management because the topic wasn't included in any detail in other course offerings--the area had been overlooked for several years." (Kansas)

"The newspaper editorial management course is being revised to offer study of newspaper operations and management as a whole rather than, as in the past, the purely editorial aspects of management." (Michigan State)

"There is hope that we may develop courses in management and media economics that go beyond our present single offering in small newspaper operation. Funding is now being sought." (Minnesota)

"Management information, as distinguished from a course in the area, must permeate all reporting/editing courses in order for news students to comprehend fully the decisions made on the news side of the industry." (Oklahoma)

"A management course has been added as the first step in the development of this important area." (Texas)

"Few changes around here. We'd like to do more with media economics and management." (Wisconsin at Madison)

"We are adding a graduate-level course in management operations." (North Carolina)

"We are stressing the reporting and editing courses and the courses in newspaper production and newspaper management." (North Dakota)

"Our management course has been offered at sporadic intervals. We now plan to offer it regularly." (Southern Illinois)

"We shall continue making adjustments in our offerings, likely putting more emphasis on management, ethics and headier things while maintaining our present level of emphasis on skills training." (Washington and Lee)

"Management is part of a new foundations course that includes technology and economics of journalism. It was added when a new faculty member with appropriate background joined the staff." (Iowa)

"One of the best received of our new courses has been the news publication management class. Past graduates sometimes said they had little idea of how much what one can or can't do in publication work is dictated by the economics of the situation until after graduation and at work." (George Washington)

"A survey of our graduates has indicated a need for more instruction in graphics and management. We had anticipated this and had already received approval to add courses in graphics and we had revised a management course." (Marshall)

"We plan to add a management course if budget permits. Last year we devoted two upper-level mass communications seminars exclusively to management and ethics, respectively." (Nebraska at Omaha)

"We have combined law and management into a three-hour elective. We plan to make law a two-hour offering and management a two-hour offering." (St. Bonaventure)

"In two areas especially, our faculty feels the need (often based on comments from potential employers of our graduates) to expand emphasis: These are management and research." (Middle Tennessee)

"In the news-editorial sequence students now may elect courses in history or management." (Utah)

"We have a new course in publishing management, taught by officials at the Meredith Corporation in Des Moines." (Drake)

Broadcast News

"Broadcast news writing and editing is one of our new courses. It is being taught by a highly qualified radio-TV newsman, now news director of a Honolulu TV station." (Hawaii)

"In July 1975 the journalism department was merged with the radio-TV division of the old communications department. At that time we did a complete overhaul on the journalism curriculum. We put together a major and minor in radio-TV, as well as an emphasis on the graduate level." (Murray State)

"Although a trend is not definite, we believe we are experiencing a decline in the number of students interested in print journalism (newspaper) and an increase in those interested in broadcast journalism, advertising, public relations and specialized publications." (Moorhead State)

"We have a new course in broadcast news." (Rhode Island)

"We have added courses entitled 'Reporting Problems,' 'Radio-Television Writing' and 'Radio News.' The radio and TV classes were added to bring our Radio-Television (General) sequence up to accreditation standards." (Montana)

"We added a senior-level broadcast news course, which we felt was necessary for those in the broadcast sequence. The new course equates to advanced broadcast reporting. Also we require all broadcast news students to take intermediate reporting." (New Mexico)

"We are developing a broadcast journalism sequence in cooperation with the broadcast and film department." (North Carolina)

"A course in television news has been added. New facilities give us capability of providing advanced instruction in television news. At the time this course was approved, we requested that an advanced broadcast news writing and reporting course with labs at the radio station WFIU be dropped." (Indiana)

"We have moved up broadcast news from a three-hour to a five-hour course." (Ohio)

"We have revised many broadcast syllabi." (Ohio State)

"We have added two broadcast news courses." (Oklahoma)

"We are seriously considering dropping the broadcast news sequence (there is a separate radio-TV department on campus) and we may also drop our magazine sequence although we will still offer magazine courses. We will continue to build strong sequences in news editorial, advertising, public relations and photojournalism." (Ball State)

"Documentary film-making and television news film production - both relating to technical and scientific subject matter - have been proposed to expand our program in broadcast journalism." (Oregon State)

Editing, Makeup, and Graphics

"Surely, we must make certain that our students are being educated to enter the changing electronic cold type-process fields of journalism, while at the same time making certain that their foundation in the liberal arts, the humanities, is deeper and more applicable to their needs." (Boston)

"We are beginning VDT instruction with our news editing courses next quarter on a limited basis; students in advanced news editing will receive at least six hours of VDT instruction. All students in applied journalism are beginning the use of VDT terminals." (Florida)

"Our editing course has been revised to make use of the new Cox Electronic News Laboratory, which is tied in with UPI's computer in New York City." (Georgia)

"We have increased emphasis on use of new technology in our editing and graphics course." (Illinois)

"Under recent curriculum changes, students now have an option in meeting the editing requirement. They may take editorial practices, broadcast news editing or magazine editing. The editing labs are similar in that they all give rigorous attention to news judgment, fairness, accuracy and editorial balance." (Indiana)

"At present we have a course in graphics arts production but we are changing the content of the course to include things that will be more useful to students. Our present course has been too technical to meet the needs of the majority of our students. We also will include information on the new technology and how it affects production." (Kansas)

"An introduction to the new technology has been added to upgrade the editing courses without adding another one." (Kent State)

"We are revising the news writing, reporting and editing courses to place greater effort on competency. We are being assisted in this by a grant from the university's Educational Development Program and with technical assistance from the university's Learning and Evaluation Services. A computer-assisted instruction program being developed with Gannel help will include editing. We are also making plans for a fully equipped graphics laboratory--an electronic newsroom and photocomposition unit --in order to be able to produce laboratory newspapers and magazines from raw copy to camera-ready pages." (Michigan State)

"There is a desire to divide the present editing course into two: one for copy handling, the other for production of publications." (Minnesota)

"The editing course has been revised to provide more individualized instruction. About six years ago we made sweeping changes in the way our basic news writing/reporting course was taught. We are following that with changes in our editing courses. Part of the changes are the direct result of the huge swarms of students. The long-range concern, however, is with the change in editing technologies." (Missouri)

"In addition to emphasizing writing, we have, for about eight years, emphasized editing and we will try to increase that, possibly adding a course." (Nebraska at Lincoln)

"A second editing course was added so that news-editorial students could go beyond the general instruction provided all journalism majors in the first course. More emphasis has been placed on the processing of words in the editing and other classes. The introduction of electronic editing equipment is planned when funds are obtained. A restructuring of the graphics course is planned to allow hands-on experience in the cold-type lab." (Northern Illinois)

"We now require a C or better (no C-'s!) in editing, law and media and society. We previously had that requirement for reporting." (Ohio)

"We have done extensive course revising to accomodate the coming automation of the daily newspaper, which serves as a laboratory tool for the school." (Ohio State)

"We plan to increase emphasis on the editing function in total, particularly as it involves the new technology. While the mechanics can be learned in but a few hours, the new technology has placed a great deal more emphasis on the editing function. We're anticipating splitting our existing editing course--one semester dealing only with editing and the other with page design/display, etc." (Oklahoma)

"Our program has emphasized the gathering, writing and reporting of news so that a graduate enters a job with a solid background in handling 'hard' news. Editing and makeup have been emphasized, but not as strongly as reporting. Perhaps this stems from a belief that a reporter must also be an editor and the fact that the student reporter has been strenuously instructed to be his own editor; this would seem to be even more vital now in the day of the electronic newsroom." (Oklahoma State)

"Newspaper production is now a course about the new technology without much writing. This is because of a divorce between the department and the school newspaper." (San Diego)

"More emphasis on editing (especially the language aspects) has been incorporated into our news writing classes as preparation for the upper-division editing course. The editing course, now three units, may be expanded to four with the addition of a lab designed to provide students with greater familiarity with the new technology. The department expects to install two VDTs this year." (San Jose)

"We are increasing our emphasis on editing in view of the editorial consequences of the technological changes." (Syracuse)

"We have had extensive talks on revamping our editing, makeup, photography and graphic arts offering. No decision yet. We may not increase the number of courses but redesign them to reflect technological advances in this field and expand our use of the electronic writing and editing equipment." (South Carolina)

"We have changed the emphasis in most of our journalism courses as a result of changes in technology ahd new interest in investigative reporting, law and ethics." (Houston)

"We have put much more emphasis on editing and makeup because of the change that has come about because of cold type. Many of our graduates take jobs that require an immediate knowledge of laying out publications on a press-ready basis. Also, we have found that the print media, especially newspapers, are requiring more editing on the part of reporters, since VDT's often bypass traditional editing stages." (Iowa State)

"We are experimenting with a one-credit computer course taught in the news room of the local daily." (Montana)

"We are combining two two-hour courses in editing and layout into one three-hour course." (LSU)

"Our editing course now includes work on the VDT plus makeup in the electronic newsroom." (Nevada)

"Adding graduate-level editing (editorial operations) and management (management operations)." (North Carolina)

"We have restructured the editing course around the student daily's new electronic newsroom system." (Texas A&M)

"In response to what we perceived as a weakness in editing skills, we introduced a course entitled 'Copy Editing,' which deals only with the handling of copy and is heavy on language skills. This is designed for students in advertising, public relations and news-editorial. Ad-PR students, then, take appropriate advertising layout and magazine editing courses. News-editorial students follow copy editing with newspaper editing and layout." (TCU)

"We haven't done much to come abreast of the new technology in our classes on campus but do make a great deal of use of local community resources; for example, my advanced editing class spends half the course time on the desks on the Salt Lake Tribune, where students are introduced to ECRM and CRT editing. But very few students take this

"We plan to make our editing and graphics course into two two-hour courses instead of one three-hour course." (St. Bonaventure)

"We have increased editing and makeup credit from three to four." (St. Cloud)

"We have updated many of our courses, especially editing, typography and photography, to incorporate portions of the new technology, but have not completely changed the offerings." (Wisconsin at Eau Claire)

"We have reinstated a course in graphics." (Wisconsin at Milwaukee)

"We have two terminals (one Hendrix and one Computype). Both are used in the student newspaper operation and to a lesser extent for classroom demonstrations. We face financial problems in ever trying to get a coordinated system (computerized photocomposition system), and will probably have to make do with the Compugraphic and AKI equipment we have for the student newspaper. Our student newspaper and journalism program jointly share the same facilities." (Wisconsin at Oshkosh)

"Students seem weaker in language skills, so we've beefed up our editing area with more 'bonehead' English." (Wisconsin at River Falls)

"We have added an advanced editing course. Previously we had two two-credit practicum courses, taught during the same hours and giving some students practical experience in reporting and others in editing. Now we have changed to two separate three-credit courses, one a reporting practicum and the other an editing practicum. These changes were made because of our views of the competencies of our majors and not because of external pressures. (Our news-editorial placement the last two years has been almost 100 per cent.) I expect these changes result in part because some students are entering our programs with poorer high school backgrounds." (Drake)

Magazine Editing/Production and Magazine Article Writing

"We have added a course in magazine editing and production. Reason: new opportunities in western magazine jobs." (San Luis Obispo)

"We have added a course in magazine editing/production." (George Washington)

"We have become more selective in the candidates we are admitting to our magazine writing and magazine editing/production courses." (Ryerson)

"We have a new instructor with her graduate degree in magazine production. Magazine writing is incorporated in our articles course. With vocational aspect also involved, more emphasis will go to magazine work and its relationship to business and industrial journalism." (St. Bonaventure)

"We have dropped our magazine editing/production course. Increased enrollment and staff cuts have caused us to look sharply at our elective and service courses." (Fresno)

"During the past three years we have developed our feature writing and magazine journalism courses to include production of a laboratory magazine and these courses are offered regularly. In the past, they were offered occasionally as electives." (Nevada)

course; even in the news-editorial sequence they have the option of substituting graphics for advanced editing." (Utah)

"Many of the changes reflect changes in the faculty who have brought new areas of expertise. The graphics course was dropped with the retirement of the teacher. The course had been largely 'typography,' which is now closely akin to armor-making or zeppelin-handling as a professional career. We have incorporated electronic type production in reporting and other courses." (Washington and Lee)

"We have a lab course called 'Specialized Reporting and Editing,' for M.A. students and seniors, that is sectioned for instruction in the areas of special interest for students and faculty. Sections are added or dropped according to interest." (Iowa)

"The advanced copy editing course which we plan to add has become necessary because of the increased skills needed for desk work. We dropped graphics, believing it is better taught in another area of the university." (Bowling Green-Ohio)

"Our school, relatively new, is developing its curriculum and widening its offerings to serve a growing number of journalism majors (now about 125). Just this week we opened a new electronic laboratory which will enable our students to learn current techniques in that area." (Howard)

"We will be doing more with VDT's in news writing/reporting and editing classes." (Bradley)

"The introduction into the department of the new technology (a complete Compugraphic system) brought about several changes in editing, including a new course in 'Advanced Copy Editing and Makeup.'" (Long Beach)

"We are redesigning the editing/makeup class and may combine it with basic reporting. If we do, makeup will be shifted to graphics and the new course will concentrate on the writing-editing process." (Sacramento)

"Advanced editing no longer is required but remains as an elective. The basic editing course has been strengthened. We do not yet have electronic editing equipment, but have arranged for our students to receive special instruction at the Honolulu Advertiser and Star-Bulletin, which converted to VDT's, etc., last fall." (Hawaii)

"A survey of our graduates has indicated a need for more instruction in graphics and management. We had anticipated this and had already received approval to add courses in graphics, and we had revised a management course." (Marshall)

"Editing has been expanded in the past two years beyond the basic copyediting class by the addition of 'Computer Editing,' offering instruction on three video display terminals. More recent acquisition of a Compugraphic typesetter offers the capability to produce laboratory publications, giving students further instruction in layout and graphics." (Oregon State)

"We have increased emphasis in editing, graphics and reporting. At the behest of our employers and students, we are moving toward more highly professional courses. A major impetus here has been the increasing number of graduates scrambling for a limited number of jobs. Now that we have detected a heavier demand for trained copy editors, we have inaugurated advanced copy editing courses that also go beyond in-class training to part-time experience on Toronto papers and the Canadian Press. We are also placing heavier emphasis on training for VTRS - we have a Hendrix EDS 5200 in the newsroom." (Ryerson)

"We are using one section of feature writing for a magazine-oriented class." (North Carolina)

"We may drop our magazine sequence, although we will still offer magazine courses." (Ball State)

"We hope to introduce a magazine-feature writing sequence next year." (Howard)

"I suspect our curriculum changes this year will essentially be that of more emphasis on writing and reporting requirements, trimming the options of magazine and feature writing and specialized writing. We have offered an advanced magazine and feature writing course on a rotating topics number and it has been very successful. We'll continue it as staffing permits." (Florida)

"We have added a magazine projects class, which will involve editing and production, and have been looking for a magazine professional to augment our present teaching staff." (Georgia)

"Magazine article writing is covered at present in the feature writing course and there is little pressure for a separate course." (Kent State)

"We have begun publishing laboratory magazines as outlets for students in several courses, including magazine feature writing and magazine editing and production. Support comes from the MSU Development Fund." (Michigan State)

"The magazine editing/production course brings together students from news and graphics fields. It has been quite popular, offered once per year. Students produce a theme-directed magazine as the course project. The expansion into magazine production comes largely at the request of students." (Minnesota)

"We have added courses in magazine article writing and magazine editing/production. These additions essentially reflect the considerable increase in the number of business/trade and specialized magazines and the accompanying student interest." (Missouri)

"We have made magazine editing a four-hour course (used to be three hours)." (Ohio)

"Magazine is one of the two areas now offered as specialty tracks in the news-editorial sequence. Courses such as advanced magazine article writing have been revived after a long slumber." (South Carolina)

Research

"We have dropped the undergraduate research course. It has never flown, probably because it has the word 'research' in the title." (Florida)

"We plan to increase our emphasis and course work in the area of mass communication research." (Oklahoma State)

"We have added a research course in an effort to strengthen interest in the subject." (Syracuse)

"Reduction of our staff may force the elimination of the graduate program." (Fresno)

"A research practicum has been added." (Northridge)

"We have added an undergraduate course in research in journalism for well-qualified seniors as an alternative to the senior seminar. This course is being restructured, however, as 'mass media reserach' with a considerable change in emphasis." (Utah)

"We see new opportunities for our students in magazine writing, editing and research." (San Luis Obispo)

"Our faculty feels the need to expand emphasis in research and management." (Middle Tennessee)

Mass Media and Society

"We now require a C or better in media and society, editing and law." (Ohio)

"We have attempted to emphasize more in our existing courses the importance of ethics and the place of the media in the society and the interaction between the two." (Oklahoma State)

"Our 'Newspaper and Society' class was retitled 'Mass Media and Society,' and the scope was broadened accordingly to bring historical themes into the course." (San Jose)

"We have increased mass media and society credit from two to three." (Syracuse)

"Press and society as a lecture course is the first semester prelude to J-285, the pretentious idea (media review), which students go into the second semester." (Arizona)

"We have added courses entitled 'Literature of Journalism' and 'Social Criticism of the Mass Media.'" (Montana)

"We have combined history with our introduction to mass media course, giving the course now a 'history and principles' approach. We plan to develop a separate mass media and society course in line with our increased emphasis on ethics and social impact. Previously we have covered such content in law, history and other courses." (Texas A&M)

"Ethics is the staple of mass media and society, which is an option in the photo and cinephoto sequence but required of no one, and is not even being offered this year." (Utah)

"We hope to have our mass media and society course made a part of the university core, as an elective." (Hawaii)

"In the past three years we have introduced a new beginning, survey course in journalism--upgrading our former beginning course to more intensive practice in news writing. This in turn, has upgraded the quality expected in our advanced reporting class." (Oregon State)

"We have split our mass media and society course into sections, one for majors and one for non-majors." (Wisconsin at Milwaukee)

"The mass communications and society course has been broadened and intensified." (South Florida)

Law and Ethics

"We have increased our emphasis on law and ethics. A separate section of ethics is held for students in public relations, and the same is planned for law." (Kent State)

"We have added 'Legal Issues Reporting' as an occasional offering. We dropped a two-credit offering in law because it did not permit comprehensive coverage of the subject. All students now take the four-credit introductory course. There is some faculty desire to add a course in ethics and responsibility, although the prospects are cloudy because of staff shortages." (Minnesota)

"Journalism/communication law has become increasingly more important and more complex. We have, therefore, added a course and placed considerably more emphasis on law in some of the other courses." (Missouri)

"We have increased the law course from three to four hours. Students must make a C grade (no C-'s!) in law." (Ohio)

"We have added a course dealing with ethics." (Oklahoma)

"We have attempted to emphasize more in our existing courses the importance of ethics and the place of the media in the society and the interaction between the two. As we are in the midst of a curriculum redevelopment, these areas will continue to be emphasized in law and reporting and editing courses, and will also become courses in their own right." (Oklahoma State)

"Because our law course is an elective, we have included material dealing with legal problems and rights of reporters in the first two reporting courses and the editing course." (Penn State)

"Law, history, mass media, ethics and research should be included under liberal arts credit for accreditation purposes. The problem now is that we can't add more writing and stay within the one-fourth ACEJ limits." (San Diego)

"Our law class has been retitled and broadened in scope to give considerably more attention to ethics." (San Jose)

"Our history and law courses formerly were two-credit courses. Their emphasis is greater now that they are three-hour courses." (South Carolina)

"There is some faculty push now to divide the law and ethics course into two courses. No definite plans yet." (Texas)

"We have combined law and ethics into a single course." (Arizona)

"We have changed the emphasis in most of our journalism courses as a result of changes in technology and new interest in intestigative reporting, law and ethics." (Houston)

"We have added a law course." (Iowa State)

"We added a second law class, owing primarily to the expanding importance of and debate about communications law. The new course emphasizes the electronic media." (Montana)

"We plan to develop a separate mass media and society course in line with our increased emphasis on ethics and social impact. Previously we have covered such content in law, history and other courses. We continue to intensify and raise the level of importance required in our three basic reporting/news writing courses. In sum: more and more emphasis on basic skills and ethics." (Texas A&M)

"Law and history once were combined as 'backgrounds and principles' in a two-quarter, five-hours-each course. They have now been split; law still is required in the core program. We have no ethics course per se. Ethics is the staple of 'Mass Media in Society.'" (Utah)

"Ethics is a prime ingredient of a great many of our courses." (Georgia)

"Ethics is included in all our courses, especially in law." (Baylor)

"We are adding a law course, 'the law and your right to know.' We already offer law of the press." (Sacramento)

"We have strengthened ethics within existing history, theory and reporting classes and are still considering a separate course in it. But frankly, students responding to polls here seemed keener two or three years ago to have this as a full, separate course than they have lately." (George Washington)

"Law is a new course, required for a major in journalism. We have increased attention to ethics in 'The Press and Society' and 'Problems in Journalism' courses." (Hawaii)

"We are including ethics in a number of courses, including law, news writing, reporting and editing. We plan to make our law course required." (St. Bonaventure)

"We have made a number of changes in curriculum, all designed to meet ACEJ standards. The most significant is the development of a common core for all majors, which includes a process and effects course, a basic writing course similar to the one at Northwestern University, a law and ethics course and a history course. These are required of all majors." (Western Kentucky)

"The increases represent primarily a strengthening of the curriculum. Last year we devoted two upper-level mass communication seminars exclusively to management and ethics, respectively." (Nebraska at Omaha)

"We will strengthen the core by adding law as a required course for all students. It is now required only for news-editorial students." (Ball State)

"Photography and law both used to be optional; both now are required. Law of the news media and photography are two areas that have come in for increased emphasis in the profession. External forces--such as the ABA and the courts--have caused law to be much more significant for reporters and editors." (West Virginia)

"'Law of the Press,' an applied course that includes court reporting, was added last year. It is taught by senior law students who are also getting M.A.'s in journalism. The basic legal and ethical foundations course continues as a required background course for all journalism students. The law of the press course is a follow-up elective." (Iowa)

"My guess is that the next areas to be increased in our news-editorial area will deal with ethics and theory. We are addressing these topics now in our new graduate program, but there is a desire to focus more on social responsibility at the undergraduate level, too." (Drake)

Editorial, Feature and Critical Writing

"While we plan to diminish feature writing as a separate course, our advanced students get a great deal of such writing through our news service. In effect, we have melded this course with our reporting courses." (American)

"We have offered an advanced magazine and feature writing course on a rotating topics number and it has been very successful; we'll continue it as staffing permits." (Florida)

"Courses aren't offered in public opinion reporting or feature writing because these areas are covered in the four reporting courses we do offer." (Kansas)

"Critical writing, which we call 'Reviewing the Arts,' has been added." (Kent State)

"Critical, editorial and feature writing are touched on in our two sequential news writing classes, with our required daily newspaper lab providing opportunities for more practical instruction in these areas." (San Jose)

"The new magazine course is 'Advanced Feature Writing.' We dropped editorial writing as a required course and will offer it once every other year instead of once a year." (Drake)

"During the past three years we have developed our feature writing and magazine journalism courses to include production of a laboratory magazine and these courses are offered regularly. In the past they were offered occasionally as electives." (Nevada)

"Following our conversion to semesters and the addition of an hour of credit to our course, 'Critical and Persuasive Writing,' we have added areas within the course and have made it tougher." (Southern Illinois)

"We no longer have an editorial writing class as such. Editorial writing is part of the course in interpretive writing. Formerly (six years ago) these were separate courses; students had the option of taking one or the other. Critical writing is one of three advanced writing courses offered as options in the news-editorial sequence. The others are interpretive writing and magazine writing." (Utah)

"We have added critical writing, among other new courses, to offer a more rounded program, still concentrating in the news-editorial sequence." (George Washington)

"We have added a course, 'Interpretive Journalism,' which covers investigative reporting, editorial writing, news analysis and critical writing. Feature writing is covered in the advanced reporting course." (Hawaii)

"We have combined editorial and critical writing into a new course." (Murray State)

"We have increased editorial writing from two to three credits and included critical writing in the course. Feature writing is being taught in a new specialty reporting class." (St. Cloud)

"In place of an advanced news writing course we now offer one called 'Editorial and Interpretative Writing.' This course specifically deals with in-depth news stories and the writing of editorials." (Western Kentucky)

"The emphasis in editorial and critical writing is essentially the same this year as in the past two. However, we are doing more comparing of editorial coverage of top news events in various newspapers, such as the New York Times, Washington Post, Charleston Daily Mail and Morgantown Dominion-Post." (West Virginia)

"Critical writing has been dropped because the professor who taught this course is no longer with us." (Rhode Island)

History

"There has been a well-planned move to make certain that we add courses of real value to students, while adding some courses that may have a smaller demand but that can give those students interested a unique appreciation of journalism and history, of journalism and economics and of journalism and research, etc. (e.g., 'War and the Press'). (Boston)

"Faculty committees are studying the course in history of journalism, the international courses in journalism and the requirements for courses taken outside the School of Journalism." (Michigan State)

"We have made history a four-hour instead of a five-hour course." (Ohio)

"History has been combined with our mass media and society course, which backgrounds contemporary issues and problems involving the media. We try to bring historical themes into this course in order to make media history more lively, palatable and relevant to a generation of undergraduates who seem to resist the study of the past." (San Jose)

"Our history and law courses formerly were two-credit courses. Their emphasis is greater now that they are three-hour courses." (South Carolina)

"In our required core curriculum we have dropped our course in journalism history and have added a course in advanced reporting. We feel that our students need still more writing instruction, and the new course seems to be showing up this weakness even more than we had hoped. We continue to have the history course on the books, but it is now an elective." (Mississippi)

"We have made editing a required course now instead of history." (Texas A&M)

"History is now optional except in the broadcast sequence. In the news-editorial sequence students may elect history or management." (Utah)

"We plan to phase some of the history subject matter into other courses and drop history as a separate course." (Rhode Island)

"History is a new course." (Hawaii)

"A course in history will be new this summer." (Murray State)

"From two three-hour courses 10 years ago we've gone to a half-semester on history in the press and society course. Now we plan to highlight history more and get into more current events." (St. Bonaventure)

"Media history is being downgraded from a requirement of our majors to an elective, with a course in research skills being substituted as a requirement. Some history is given in our basic mass media and society survey course, and we feel the three hours now devoted to history can more profitably be used in the research course." (Middle Tennessee)

Other Courses

"An advanced fiction course has been dropped, primarily because of the need to staff other, more central courses." (Georgia)

"'International Newsgathering Systems' was added in response to student demand for an elective on the undergraduate level in the international area. 'Communication and National Development' has been added on the graduate level." (Indiana)

"The 'Urban Journalism' course may be dropped, or offered less frequently (it is now offered once a year) because of the press of other course needs." (Minnesota)

"Because of the availability of an excellent person in world press, who has transferred to our school, suddenly 'World Press' gained emphasis and with it our work in international journalism." (Nebraska at Lincoln)

"We have added 'Black Journalism,' 'Women in Journalism' and 'Fine Arts for Journalists.'" (Ohio State)

"The department's foreign press class at the undergraduate level is now an elective rather than a requirement. The intent was to provide more elective units in the program, as suggested by the 1971 accreditation report. The department would like to add other courses, among which might be the documentary in television and an introduction to communication theory and research at the undergraduate level." (San Jose)

"We are reinstating a graduate level course entitled, 'The Literary Aspects of Journalism.'" (South Carolina)

"We have added a course entitled, 'Literature of Journalism.'" (Montana)

"We're thinking - debating - requiring practical logic as an outside requirement in place of such 'relevant' material as metropolitan studies, and pushing students more toward philosophy and other less immediate areas, but those which last them longer and get them to think." (NYU)

"To meet student needs we have added a course in sportswriting and sportscasting." (St. Cloud)

"We have added a course in grammar to deal with the lack of preparation in our students. We've noted an improvement." (Unsigned response)

"More news majors have strengthened the urban journalism course, and I suspect we'll have greater emphasis on it." (Florida)

"We are adding an undergraduate international course to complement the graduate international offering. The mass communication theory course no longer is required in the core curriculum." (Georgia)

Miscellaneous Comments

"After discussion and debate, we have attempted to cut down on overlap (not emphasis) and to strengthen the student's appreciation of those journalism foundation areas the faculty and working professionals (which includes almost all the faculty) believe make the difference between mass production and quality production. The problem that confronts us (and others, I'm certain) is how to give the students what they need and want, while fashioning a program that is of highest quality, and not throwing your own budget into shock." (Boston)

"We made fairly extensive curriculum changes four years ago, not so much dropping courses and adding new ones, but creating areas of specialization with a core curriculum." (Florida)

"We have established a restricted enrollment, for majors only, in the news-editorial curriculum." (Illinois)

"Our new facilities, which include the Foellinger Learning Laboratory, have made it possible to strengthen our program in all areas." (Indiana)

"We have stayed rather static in the matter of course offerings and have resisted any temptations to reduce the amount of writing and editing courses. We have found, also, that under the quarter system there is a tendency for a proliferation of courses, which must be held down in order to comply with the percentage restrictions by ACEJ." (Kent State)

"Increased student enrollment has forced certain changes in teaching techniques and the addition of new courses; and we are constantly trying to stay abreast of developments in the 'real world'--indeed, we like to think that we are ahead of the industry, preparing our students for journalistic jobs as they will be instead of what they are now and have been." (Missouri)

"If all of us respond honestly to this survey, we will admit that the pressures of enrollment, availability of professors, talent of professors and a number of other things change our emphasis even within a given semester." (Nebraska at Lincoln)

"The news-editorial curriculum has not been changed, because of the problem of trying to handle the number of students under the old requirements. We do not have the faculty to add writing courses. Also, ACEJ requirements restrict the number of courses that can be added." (San Diego)

"It has become most difficult to expand the curriculum given the realities of our budget, the rather dim prospect for adding substantially to the staff and the already high enrollments." (San Jose)

"We may have to reduce the breadth of our elective and service courses. If staff cuts continue, we will have to reduce offerings. We will not pack students into our writing courses!" (Fresno)

"Partly as a result of the new chancellor's requirement that all schools look at what they are doing and how well and how they can improve, the Colorado school is developing plans to revise the general course structure. In general, the plan is to pattern the school's program to the potential job market BUT continue to require competency in theory, ethics, history, law and the basic communications skills which have made us (unfortunately) what we are today." (Colorado)

"Because of tight budgets most of our changes now will have to be revisions of existing curriculum and not additions. I think the ACEJ limit on number of hours in journalism is most useful here: it forces us to keep a tight curriculum and not merely add on course after course without looking at the total package." (Drake)

"We are re-thinking our entire approach; too early to say what form this sequence will take, but most likely it will revert to a 'narrow track' approach; i.e., quite specialized." (LSU)

"We are just sort of rocking along here trying to do the best with what we get. We are beginning to recruit more than in the past and I believe this will help considerably, particularly in luring better-prepared students into the program. One thing regarding your survey is that regardless of courses and their design, the whole bag falls back to the quality of faculty who teach these courses. I think we excel in this respect because we demand that faculty (regardless of degrees) must have achieved a position in the profession through the ranks to that of administrator. This really pays off. I guess this is the big thing here at UNM." (New Mexico)

"We think our enrollment has leveled off now, and we are trying to discover which courses we need to offer regularly." (Southern Illinois)

"We have not made a great many changes in courses in the past three years; over the previous six years, we made very substantial changes indeed. The requirements have changed substantially recently, however. More specialization is permitted with the contraction of the core course program and the proliferation of sequences. In some sequences students can graduate with only one course in writing-reporting, the basic core course, and no course at all in editing." (Utah)

"We have noted a leveling off of journalism enrollments at only slightly below a peak reached two years ago. We are in a position now of being able to assess better our course offerings and to stop simply reacting to overwhelming enrollment pressures. We foresee no major overhaul, but will continue adjustments in our offerings." (Washington and Lee)

"In the past three years the journalism department has aimed at professional accrediting standards. The previous two years were catch-as-catch-can. The department is five years old." (Arkansas at Little Rock)

"We're about to initiate a mass communications program." (Bradley)

"Additional courses are going to be difficult unless more funds are forthcoming for additional faculty, which is unlikely in the near future. The curriculum pretty well stabilized three years ago with capacity enrollments in the courses we have. Some changes in emphasis, though, are being planned." (Nebraska at Omaha)

"We feel a need to respond to the fragmented publications market, but we are not sure that 'fragmenting' our own program into business journalism, agricultural journalism, etc., is the best way to go." (Moorhead)

"Our program of technical journalism has traditionally emphasized the practical over the theoretical. Recent and proposed changes emphasize this philosophy, based on the experience that employers (despite their lip service to the theoretical) favor graduates with demonstrated journalistic skills. Since our journalism majors are required to minor (28-32 credit hours) in a technical or scientific area such as oceanography, agriculture, food science, business, engineering, etc., many of them move into jobs where they have almost sole responsibility for writing or publishing in their specialized subject matter area. They must have the journalistic skills to begin producing immediately with perhaps little or no supervision." (Oregon State)

"The increase in new courses and emphasis on old ones is part of the rapid growth of this department. We also have expanded to include specialized courses to take into account the new interests of journalism students." (Long Beach)

"We have struggled with the apparently diminishing preparation of students in reading and writing for the past few years and at one point considered the need for remedial classes. This university's English department, with our urging and cooperation, has begun strengthening its freshman English composition classes greatly and we may be over the hump insofar as student preparation goes without resorting to our own testing or remedial English program. Our program is still concentrated heavily in the old news writing and editing tracks, while more and more of our increasing numbers of graduates know they are going to work in other areas of journalism than news. Up until now, this has been no real problem because most of our grads who do go into other areas of journalism or into rather different career fields (such as law school and then law practice) have generally felt they benefited greatly from the rigorous news courses we run." (George Washington)

"Since August 1974 (when I came to Hawaii) we have increased requirements for the major in journalism (from 20 credit hours in journalism courses to 27, with a ceiling of 30 on j-credits counted toward the major), and added four new courses: 'Media and the Law' (now required), 'Broadcast News Writing and Editing,' 'Modern History and Trends in Journalism' and (in view of the job market) 'Public Relations.' We also have taken steps to 'toughen' courses. As one example, we have introduced tests in grammar, spelling and English usage to the basic news writing course. Students may take the test as many times as they wish, but must pass it before completing the course." (Hawaii)

"We have made a number of changes in curriculum, all of which are designed better to meet ACEJ standards." (Western Kentucky)

"Our changes are part of a program of upgrading the department in preparation for seeking accreditation and in response to employment demands." (Wichita State)

"We are at present making more changes in our secondary education major and in our public relations-advertising emphasis than in our news-editorial sequence. We are searching for ways to combine several of the existing courses to facilitate better usage of our excellent physical laboratories." (Wisconsin at Eau Claire)

"We are a smaller program (188 majors), pragmatic-oriented, with news-editorial and advertising-public relations sequences. We are probably in an accrediting situation tantamount to the ABD status of a doctoral candidate, but because of limited administration support are in somewhat of a quandary. There are lots of things we would like to do--ethics, investigative reporting, etc., but there are the usual financial and manpower constraints. Our latest problem is that, in the face of static or declining finances available for the university as a whole, the larger departments in the university are opposing our attempts for accreditation out of fear we will get added funding which will be taken away from their financial resources. We are aware of the spelling, grammatical, etc., problems that are about to become more pronounced with the growing electronic journalism, but have not yet set about to tackle this problem." (Wisconsin at Oshkosh)

"We are about to make extensive revision of the department major/minor and news-editorial sequence as a move toward meeting stringent ACEJ accreditation standards. We need to reduce the number of hours in the major, change core courses and revise the sequence pattern." (Ball State)

"Many of the course additions represent natural growth; we are a young but fast-growing department (up to 650 majors in our first five years)." (Middle Tennessee)

"We re-introduced the journalism (news-editorial) sequence here in 1973-74. In the process we updated some of the approaches. The j-sequence faculty reviews its offerings each year." (Iowa)

"During the past three years our College of Journalism has not made any curriculum changes in the areas listed. We have added courses in film and have instituted a film minor. We have also changed the content of some of the courses we already have. But fundamentally we are holding curriculum changes for an overall revision which we hope to complete this year." (Marquette)

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